JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

ION HIP A LIFE

E. F. Zeigler

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MUSCLES

A. B. Martin

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D. A. Brydon

Vol. 25 **Feb.-Mar., 1959** **No. 4**

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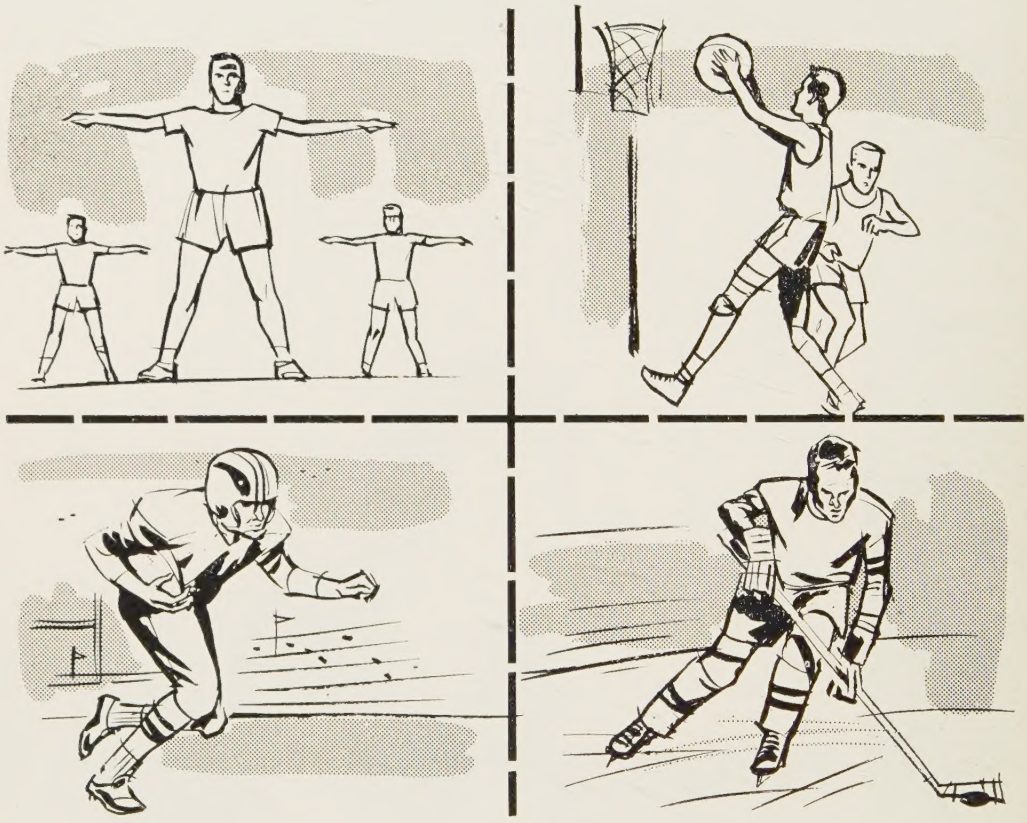

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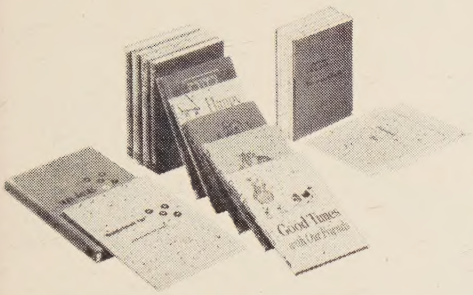

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Cover: The attractive gymnast is Donna Huestis, a third year student in the School of Physical Education at the University of Alberta. Although she has represented Alberta at the Canadian Legion Olympic Training Plan at Toronto through her ability to high jump, and although she played on the western intercollegiate championship volleyball and basketball teams this year, her favorite sport is gymnastics. The photo was taken by Archie Stone, a member of the staff of the U. of A. students' newspaper, **The Gateway.**

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Editorially Speaking

Dr. Don Smith,
Chairman of Publications,
University of Alberta

FITNESS

If the introductory paragraph of this editorial contained the simple statement–"Fitness for What?" – a large percentage of the readers might read on for the entire length of the article. The same might apply if it merely mentioned that "11 Minutes a Day Can Make You Fit." In either case, it is not likely that both statements would appeal to the same groups.

The implications of each statement may apply to certain situations at specific times. But do they encompass enough material in their suggestion and interpretation to be valid? A noted Canadian educator recently stated that "the story of military rejections would seem to indicate that the area of **Health Instruction** offers much more reward than that of muscle training." He was referring to the fact that "for the most part the causes of rejection were pathological rather than muscular neglect."

Do we accept the definition of Physical Fitness as a **condition of bodily health, resistance to disease, muscular strength, endurance and skill that permits sustained, strenuous and efficient muscular activity?** If so, then Health Instruction should form a vital part of the fitness program.

Most of us in Health, Recreation and Physical Education attempt to maintain a minimum physical fitness which allows us to adequately carry out our daily tasks. In part, it may contain some or all of the following: annual medical examination, immunization, biannual dental check, participation in some active sport, progressive program of exercises, wholesome hobbies, the ability to relax and sleep even under tension, and a personal philosophy of life.

The philosophy of life should be wide enough in scope to meet the basic NEEDS for

1. Belonging
2. Achievement
3. Economic Security
4. Freedom from Fear
5. Love and Affection
6. Freedom from Intense Feelings of Guilt
7. Sharing and Self-Respect
8. Understanding

The items that are mentioned are, in part, a social heritage of an individual or group, sometimes referred to as culture. We can not change this pattern overnight if we are the only ones to believe in it. Education is a matter of evolution rather than revolution. If we believe in Health Education (health and safety instruction, health service, and healthful living) then an upsurge of public interest, understanding and support is required to put it into practice. If we accept the results of the Canadian Physical Efficiency Test results and believe in a program similar to the 5BX plan, what do we do about it?

Whatever is done, let us not emphasize one section of the program to the exclusion of the others!

PLAN TO ATTEND
THE CAHPER NATIONAL
CONVENTION
IN EDMONTON

June 22 - 26

—o—

Please complete and return the pre-registration form located on page 6 of this Journal.

PLANNING YOUR HOLIDAY?

Have you considered combining a holiday with attendance at the **CAHPER national convention in Edmonton June 22 - 26?** What about it?

PLAN NOW TO:

- **Influence** the direction of growth of an association dedicated to raise cultural and fitness standards in Canada.
- **React to** addresses and panel discussions by top leaders of Canada and the United States in the fields of Health, Physical Education and Recreation.
- **Buttonhole** these key leaders and see if they have any answers to your pet problems.
- **Participate** in brain storming sessions with your professional colleagues as they attempt to hammer out "patterns for progress".
- **Reminisce** with cronies of your college days in coffee-cup talk-fests and at specially arranged college-reunion sessions.
- **Rock and roll** with laughter at the good-natured inter-provincial lampoonings during the break-period funanigans.
- **Prepare your ad libs** in advance to out-buffoon the pre-cast skulduggery of those "gumbo gauchos" from Saskatchewan.
- **Find out for yourself** whether or not the reference "Sunny Alberta" only refers to the weather.

THEN, AFTER GAINING SATISFACTION FROM PLAYING YOUR ROLE IN DEVELOPING A WORTHWHILE CULTURAL AND FITNESS MOVEMENT IN CANADA

- **Enjoy a holiday in sunny Alberta**

  Marvel at the majesty of the mountains on the Edmonton-Jasper-Banff-Calgary circuit.

  Relax with a fishing rod by a stream far removed from the whirl of 1959.

ANNOUNCEMENTS REGARDING THE CAHPER JOURNAL

1. Volume 24 for the 1957-58 volume year contained four editions published as follows: No. 1 – Nov. '57; No. 2 – Jan. '58; No. 3 – March. '58; No. 4 – May '58.
2. Volume 25 for the 1958-59 volume year will, when completed, contain six issues published as follows: No. 1 – Sept. '58; No. 2 – Nov. '58; No. 3 – Jan. '59; No. 4 – Mar. '59; No. 5 – April '59; No. 6 – May '59. (This is a modification of announcement which appeared on page 1 of No. 2 edition.)
3. An index for volumes 24 and 25 will appear in No. 6 issue.

CAHPER National Convention Pre-Registration

June 22 - 26, 1959

EDMONTON, ALBERTA

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_____ b) Physical Education

_____ c) Recreation

_____ d) Business session of CAHPER

_____ e) Problems of high schools

_____ f) Problems of elementary schools

_____ g) Tests and measurements

_____ h) Teacher education

_____ i) College Problems

_____ j) Supervisors' problems

_____ k) The Dance

_____ l) Outdoor Education

_____ m) Amateur Athletics

_____ n) National Fitness Legislation

_____ o) National Recreation Legislation

_____ p) Others _____

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6. PREVIOUS CAHPER CONVENTIONS ATTENDED:

Alberta (Jasper) 1946_____ Montreal '48_____ Vancouver '50_____

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8. CONVENTION FEE:

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"Recreational Leadership Implies A Life Purpose"

by
Earle F. Zeigler, Ph.D.*
Supervisor of Physical Education,
The University of Michigan,
Ann Arbor, Michigan

When you assume the role of leadership in community recreation, whether it be as a volunteer, part-time, or professional leader you are implying that you have a life purpose! But, strangely enough, most recreational leaders become hazy when they are asked to express a philosophy of recreation. It's a little like saying, "I'm for good and against sin!" The difficulty comes when we are asked to define what's "good" and what's bad."[1]

Where does recreation fit into life's picture today? What is it? Why is it needed? What does it do to a boy or girl, or to a man or woman? How can we prove that it does what we say it does? What is its future?

We have only to look at present programs with their shifting emphasis to realize that we are, to a degree, vacillating practitioners. This is true, admittedly, not only of recreation; it is apparent when we look at physical education (or the entire field of education for that matter). Why is this happening? Probably because even many of our best and most experienced educational and recreational leaders have not worked out a philosophy that is consistent and logical in all its phases. So where does that leave the rest of us?

A Life-long Task

A person striving to live intelligently in society needs a philosophy of life and/or religion. In addition, a recreator should have a philosophy of education that is in harmony with his philosophy of life. To top this off, he should develop still further a philosophy of recreation that, once again, does not clash with the rest of his beliefs about life and education. The achievement of this philosophy may well become a life-long task. The reflective thinking required to accomplish this task, however, is a mighty cheap price to pay for a well-ordered life.

Some may ask immediately whether science might achieve this for us by its everlasting probing into the unknown. For an answer we must consider the relationship between philosophy and science. Both are most interested in knowledge; they ask questions and want answers. Scientific investigators turn in facts; the philosopher must be cognizant of these advances. Actually philosophy begins where science leaves off by attempting to synthesize. What do these facts mean? When you become concerned about the ultimate meaning of these facts, then you are philosophizing in the best sense.

A great many people have philosophical beliefs, but they are vague about them. Unfortunately the man in the street still thinks of philosophy as something that is beyond him — a most difficult intellectual activity. Consequently he makes decisions based on common sense. This isn't necessarily bad, but it could be a lot better. The development of a philosophy would help him fashion a better world for the future based on the past and the scientific discoveries of the present. Without philosophy we can never know if we have the correct goals in life.

Even more than usual, public education at the moment is receiving attention from all sides by people from all walks of life. These well-meaning individuals decry anything that smacks of "progressivism". Little do they realize that the best type of "progressivism" is no where near implementation in our educational system. Here again we see, but often do not under-

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[1] Address presented to the 13th Ontario Recreation Association Conference, North Bay, Ontario, May 3, 1958.

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* Earle Zeigler was formerly vice-pres. for Recreation of CAHPER, Inc. and Dept. Head at the University of Western Ontario. Recently he was made an Honorary Member of the Society of Municipal Recreation Directors of Ontario.

stand, clashing philosophies of education. "Progressivism" does battle with 'essentialism" and its first cousin "perennialism." If these conflicts help us to sharpen our focus, progress will result. I'm on the side of more and better progressivism with all that this implies. Let us not forget that "progressivism" spawned educational science, and indirectly tests and measurement in health, physical education and recreation. This is no time to be on the fence; you should make up your mind on issues and then speak at every opportunity.

Duelling With Blunted Foils

This reasoning applies to recreation philosophy as well. We are "duelling our critics with blunted foils" unless we have a clear picture of the role of recreation in the scheme of things. Where does it fit into your philosophy of life, into your philosophy of education? We must develop reasoning so that we can explain why recreation isn't a frill to be lopped off when the tax dollar won't spread far enough.

At this point I would like to introduce some of the influences affecting the cause of recreation directly or indirectly at the present time. The implications are obvious.

Vance Packard in his bestseller—THE HIDDEN PERSUADERS — explains how the "depth approach" in marketing has developed. It involves "mass psychoanalysis to guide campaigns of persuasion that have become the basis of a multi-million-dollar industry." The idea is called "motivational analysis." These shrewd people tell us that surveys (recreation surveys, too) may be misleading because we can't assume that people know what they want. Secondly, even if they know what they want, we can't assume that they will tell you the truth. And finally, it's downright dangerous (in marketing) to assume that people can be trusted to act rationally.

Discover Through Research

Someone might ask whether we should consider using "depth manipulation" in our efforts to sell recreation. Should we ask these "motivation analysts" to give us a few helpful suggestions? Should we perhaps use these means to combat undesirable types of recreation? If we want man to become a more rational and self-guiding individual, however, we should fight anything which causes regression rather than progression. It would appear that we are growing "increasingly docile in responding to the manipulation of symbols that stir us to action." Leading psychologists tell us that man has certain basic needs: physiological needs, safety and security needs, love needs, esteem needs, cognitive needs, aesthetic needs, and growth or self-actualization needs. Our task in recreation is to discover through research how our activities can help man to best meet these basic needs in his life.

Sound recreational leadership can help us with other difficulties that we face such as the problem of discrimination and prejudice. The theater and sports are doing much to improve existing prejudices and to prevent the development of new ones.

In similar vein we must be careful that organized recreational programs do not foster the concept of "the organization man". We need conformity to a degree, but let's not destroy individuality to such an extent that everyone fits into a mold. Fine recreational leadership can improve the type of recreation that is taking place in rapidly-developing housing developments all over the continent.

Furthermore, books like PEYTON PLACE and TEN NORTH FREDERICK are exploiting man's sex need for personal profit by introducing various types of unwholesome sexual relationships. The sex instinct in man's life is certainly most important, but we have allowed certain aspects of it to loom too large in the eyes of youth. Introduce sex naturally in your programs by giving young men and women the opportunity to develop beautiful, strong bodies through strenuous physical recreation and by learning to live with the opposite sex through many wholesome, social recreational activities.

Four Possible Positions

When we try to assess "recreational status", the philosophy of recreation of the leader as well as the participant looms large once again. There are possibly four positions that a person can take with his philosophy of life, education, and recreation:

1. He can shut his eyes to the conflict

GUIDED MUSCLES

(Foreign and Domestic)

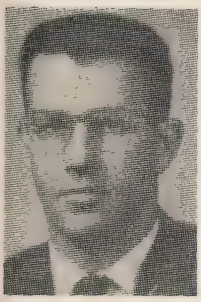
by

Andrew B. Martin*

Physical Education Instructor,

Provincial Teachers' College,

Fredericton, N.B.



Name Canada's outstanding annual athletic event. For most of us there would not be much doubt. We could give an immediate answer, and in all likelihood our answer would be, "The Grey Cup Game". This annual classic has colour, it has suspense and it has American football players. In fact, without the regular inmportation of football stars from the United States our Canadian professional game would be a rather dull form of entertainment. It is common knowledge that, as we import guided missiles from the United States for the purpose of national defense, so we import guided muscles from the United States for the purpose of national entertainment.

Occasionally We Win

It goes without saying that we do enjoy hockey and that we do produce the best hockey players in the world. Occasionally we can even point with pride to a Canadian athlete who has matched or surpassed the world standards in sports other than hockey; but it does not happen too often. In fact, it happens so seldom that, all things considered, it might be quite reasonable to say that physical education in Canada is a dead loss when judged by the performances of our best athletes in international competition.

A Big Loss

And yet, is it fair to judge Canadian physical education by the international performance records of Canadian athletes? Is it fair to be skeptical of the abilities of Canadian scientists and engineers when we learn that Canada will defend itself with American missiles and that the Avro Arrow is not good enough to warrant purchase orders from the Americans or the British or even the Canadians? Fair or not, and whether you like it or not, your physical education programme does lose value in the public eye each time Canada loses an international athletic event. And whether they like it or not, the prestige level of Canadian scientists has been shaken by the recent missile and Arrow episodes. It is true that the prestige loss to Canadian applied science has not been great, but, if similar situations were to arise over and over again, it would be considerable. For physical education the prestige loss has already been considerable.

Another Loss

Modern Canadian physical education is based on athletics. The industrial revolution gave modern physical education its start. Bigger cities meant bigger schools, and better machines meant more money

---

and act as if it did not exist—the "ostrich approach"

2. He can become eclectic and select a mixture that appeals but does not necessarily fit together — the "Dilettante approach"

3. He can seek a distillation of the conflicting beliefs in the hope that the residue will still be palatable. This approach has merit, especially in a troubled world where we are striving for unity. It still represents, however, an attempt to stay on the fence — the "fence-sitter approach"

4. He can take the most difficult approach and seek the truth through reflective thinking at its highest level. He can take a stand "wrought out in the light of the conflict." This person truly believes in the importance of recreation and its vital role in the development of the highest type of individual in a democracy — the "progressive recreationist approach."

Many centuries ago, Socrates took a stand when he said that "the unexamined life is not worth living." Recreation leaders must have a purpose, and should help others seek the truth of the "good life" for themselves.

---

* The author, Mr. "Andy" Martin is immediate past president of the Maritime Association for Physical Education and Recreation.

and more time for exercise and sports. But exercise was dull and university students were not, so basketball was born. As athletics became popular at the universities the trend gradually began to seep down to the public school level. Organized student play required supervisors, then coaches, then teachers, and modern physical education was born.

A Way To Win

Because present Canadian physical education is based on athletics and because the value which the general public places on such programming is on the ebb, it follows that, if we are to improve the prestige position of physical education in communities from coast to coast, we must truly practise as we preach. Definite and immediate steps should be taken to stimulate greater participation in athletics. Such steps would require community support and would mean that physical educators would have to work with recreation directors and Little League leaders instead of considering the mass members of the opposition. Leaders' corps exist in many of our schools; but how much use is made of these leaders after they leave school? The Boy Scouts and the Y.M.C.A. have long been dependent upon the community to supply leaders for the activity programmes of children and adolescents. Is not the school a community institution? If all community athletic facilities could be used efficiently and if leaders' corps graduates and other interested adults could be trained as coaches and pressed into service, we would soon see athletic participation jump to levels beyond our fondest hopes. Then, with participation solved, we could consider Canada's international athletic reputation. Let the laymen work with the average athletics. We as athletic experts could devote our time to service programming in the schools and to select groups of athletes within the community who show real promise. Before long we could get results. The Russians have had such a plan of action in force for some years and they are getting results. And if the Russian system is not suitable for a small democratic society then let us look to the Australians, for their plan is working too.

Some Will Lose

An aim of "athletics for all" may be worthy in many respects; yet it leaves certain problems unsolved. What of the large group not interested in competitive athletics? As all physical education teachers in school situations know only too well, a child cannot be forced to play basketball even in a service programme. Possibly the parents do not approve of such foolishness and very often the family doctor plays on the parent's team. Here then we have a situation where the competitive factor which we live by becomes a problem which we dread.

Rules Examined

Are we within our rights when we attempt to force a child to play basketball? And yet, on the other hand, is it not our responsibility to impart to every child a basic knowledge of his physical being at

(Continued on inside Back Cover)

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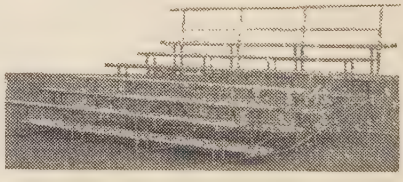
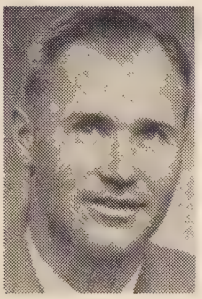


TRADING ESTATE
WEST MOLESEY, SURREY,
ENGLAND

Trends and Development in the Physical Education Lesson

by JACK PASSMORE* B.A., B.P.H.E.
Associate Professor Ontario College of Education Toronto, Ontario



For many years the Physical Education lesson was built around calisthenic work. Many different "systems" of conducting formal tables of exercise were introduced in this country. These systems originated largely in European and Scandinavian countries and greatly influenced the whole field of Physical Education in North America.

Approximately ten years ago a new trend became apparent. The influence of war-time training programmes began to disappear. More and more emphasis was placed on the development of skills, and formal calisthenic work almost disappeared in many secondary schools.

During recent years the trend has been toward more informality. The pupil has been given more freedom in the selection of "gymnastic" activities — in determining his own progress in tumbling and apparatus — and to a lesser extent the practising of skills.

The role of the teacher in the conduct of the Physical Education lesson has also changed. There has been less emphasis on the "command-response" type of lesson in which every activity is teacher directed. Much greater use has been made of pupil leadership. The teacher is spending more time in planning his lesson so that every pupil has more opportunity to actively participate. He has been organizing the class into more squads and has made much more equipment available.

There have also been a considerable number of changes in the testing programme. The emphasis on this phase of the programme has varied a great deal from school to school. Attempts to test strength, endurance, and skill have frequently been much too time-consuming and purposeless. The trend at the present time is toward more and more self-testing activities which are more closely related to the teaching programme.

During the last couple of years a great deal of public interest has been aroused in Physical Fitness. While this new interest was probably inspired by the publicity given to the controversial Kraus-Weber tests, it is another indication that there will always be a basic interest in fitness by both pupils and parents.

We have recently had the opportunity of observing some Physical Education programmes in Europe. This was an exciting and interesting experience because our work in this country has long been influenced by developments in the European countries, especially the Scandinavian countries. The opportunity of discussing Physical Education programmes and problems with educators from Denmark, Sweden, Germany, and Great Britain was very educational indeed.

It would be highly imprudent to attempt to evaluate the Physical Education programmes in those countries from this limited experience. However, it did enable us to acquire a considerable amount of information and form certain impressions.

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* **About the Author**

Jack Passmore is Associate Professor of Education at the Ontario College of Education. He is the former supervisor of Physical Education of Ottawa and during World War II he was officer in charge of the R.C.A.F. School of Physical Education at Trenton, Ontario. He is co-author of the text "Building Health" and author of the section on "Physical Education in Canadian Schools" which appears in the **Encyclopedia Canadiana**. Mr. Passmore has had a term as president of the Ontario Division of the Red Cross Society. For a number of years he directed the Camping Section of the Department of Education for the Province of Ontario.

My first impression is that there has been little change in the traditional programmes in Scandinavia and (Germany excepted) in continental Europe. There was much evidence to indicate that excellent formal gymnastic programmes are still being conducted. There is still a great deal of emphasis upon the Scandinavian type of apparatus work. There is a greater interest than formerly in games but comparatively little interest in teaching game skills.

A considerable amount of research has been undertaken at a university level, especially in the sports medicine field. While our basic philosophy is somewhat different, physical education in Canada would gain a great deal of useful information by periodically reviewing the reports published in this field.

In Great Britain a number of very interesting changes have taken place which are likely to have an important influence on Physical Education programmes in Canada. There has been a definite trend toward much more informality in the conduct of the lesson; and the new development called "movement training" is much too well established to be lightly dismissed.

The excellent work in the elementary schools has expanded and improved. The Swedish influence is no longer very apparent and formal instruction has almost completely disappeared. A completely new approach has been adopted that is based largely on the interest and ability of the individual child. The work continues to be taught by the classroom teachers who have adapted themselves remarkably well to the new method.

A great deal of progress has also been made at a secondary level in Great Britain. A considerable amount of emphasis is still placed on conditioning exercises, which are sometimes conducted on a rather formal basis. There is much more interest in the teaching of game skills; tumbling and apparatus are conducted on a mass participation basis and there is much more stress on activity leading directly to improved physical fitness largely because of the development of "circuit training" programmes.

The most significant influence in the whole field of Physical Education in Britain has been the introduction of "movement training". This work is based largely on the work of Rudolph Laban who was a highly regarded teacher of modern dancing. It is largely an attempt to relate Laban's theories of self expression — based on the principles of time, weight, space and flow — to the broad field of physical education.

What do all these new developments mean to the teacher of Physical Education in Canada? May I emphasize that my conclusions are **not** based entirely on what was observed in Europe last summer. Many of these opinions have been previously expressed. They are influenced by many discussions with Canadian teachers of Physical Education and by close personal observation of many of our own programmes.

1. We have seriously under-estimated the abilities and capacities of our younger children.

2. We have a definite tendency to overteach.

3. Many of our methods are much too restrictive and do not make enough provision for individual interests and abilities.

4. We have over-emphasized the safety aspect of apparatus work at the expense of activity and learning.

5. We forget that every lesson must have a definite purpose which should be closely linked to our overall objectives of Education.

6. We are inclined to insist that there is only **one** proper way of performing a skill.

7. We need to remind ourselves that the gymnasium should be a place for constant, worthwhile activity from the time the pupils enter until they leave. That in Physical Education, in particular, they only "learn by doing".

8. There is a greater need in many of our programmes for senior high school pupils for a more strenuous and challenging type of activity.

9. We should provide a great many more opportunities for the individual pupil to develop his own interests and skills.

It is important to point out that, while the writer believes that the careful selection and introduction of many of the new developments referred to would improve many of our physical education lessons, there are certain inherent dangers.

To conduct activities and to use methods which merely provide opportunities for self expression and maximum activity could merely result in chaos and confusion, particularly in the hands of the inexperienced and uninformed teacher.

While it is true that the modern role of the teacher of Physical Education has changed, and that many of our methods could be improved, the basic rules of successful teaching still apply. The good teacher must have, among other important qualities;—

— a sound educational philosophy.

— definite and realistic objectives.

— a carefully prepared plan for all his lessons.

— the ability to recognize when direct teaching is necessary.

— an awareness of the necessity of providing constant and competent supervision.

THE UNIVERSITY OF BRITISH COLUMBIA
in
SUMMER SESSION 1959
June 29 — August 14

DEGREE COURSES: B.A., B.Ed., B.P.Ed., M.A., M.Ed., B. Com., B.H.E. Credit offerings will total 160 courses in Arts and Science, Education, Commerce, Home Economics and Physical Education.

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For further information write to THE SUMMER SCHOOL OF DANCE, DEPARTMENT OF UNIVERSITY EXTENSION.

NO LEADERSHIP PROBLEM

by
William D. Ross,
Field Representative
Fitness & Recreation Division,
507 Glengarry Block, Saskatoon, Sask.

In a discussion session at the recent Western Conference held at Banff, one of the participants remarked that there was such a derth of recreational leadership, the only criterion for selection was, "if they are warm hire them." This was intended as a facetious remark. However, in actual practice, many recreation administrators are not much more discriminatory in selection. An alarming number of administrators welcome anyone willing to serve as a leader regardless of skill or personality qualification. Poor leadership and poor programs are the inevitable result.

The most successful recreation programs in Saskatchewan have insisted on rigorous selection procedures for leaders. The most dramatic illustration of the splendid results of this type of policy is perhaps Saskatchewan's Camp Easter Seal development.

Not Merely Good But Outstanding

Five years ago, the Camp Easter Seal program sponsored by the Saskatchewan Council for Crippled Children and Adults was brought into being by a handful of leaders under the direction of Miss L. M. McColl. Even in the early days of the handicapped camping movement it was an administrative axiom that not merely good but only outstanding leaders and potential leaders were acceptable.

It is a matter of record that in Saskatchewan there are now over 230 highly select and carefully trained leaders who have served in 32 camp sessions (including leadership training sessions and special sessions for mentally retarded, diabetics, individuals with severe or multiple dis-

CAMP EASTER SEAL, MANITOU BEACH, Scene of happy times for hundreds of handicapped children and adults. In 1954, this magnificent site was turned over to the Saskatchewan Council for Crippled Children and Adults by the Government of Saskatchewan to very materially aid in the development of the handicapped camping movement. —Saskatchewan Government Photo

—Saskatchewan Council for Crippled Children and Adults Photo

Gerald Lepine, known as "Zeke" at camp is a veteran Camp Easter Seal counsellor who knows how to harness the potential in his group. Shown above is a group huddle with everybody sharing in the planning of campfire program item.

abilities as well as sessions for the mild to moderately involved orthopaedically or neurologically handicapped who are still the major group served). A fine permanent campsite has been established. Mobile assessment and follow-up clinics which reach all centres in the province have been related to the camp and general rehabilitation programs. In addition, there are now some dozen other significant recreational programs for the handicapped which have been inspired by Camp Easter Seal and are largely supported by camp trained leaders.

Vital Need For Screening

Certainly one of the dominant factors in the Camp Easter Seal success story has been the consistent high quality personnel. This starts with rigorous selection procedures. For example, in order to enter the C.I.T. (Counsellor-in-Training) program the candidates are expected to be at least in the senior years of high school, in the upper third of their class scholastically, a leader in school activities, have at least four years of camping experience preferably as leaders, and must have real strength in at least two of the five program areas: sports, crafts, music, swimming or rustic camping. In addition, the candidates must possess a sense of professional or vocational purpose and have character references of unquestionable validity. Then they become counsellors? No, not yet. Then they must pass further screening procedures at the Spring Leadership Training Course. Following this, they usually serve a year apprenticeship as a C.I.T. in a carefully designed training program which has them doing such things as peeling potatoes, hauling water, assisting counsellors, program staff and medical staff. Rigorous selection and careful training assures Camp Easter Seal of an unbeatable leadership resource.

The effect of Camp Easter Seal's selection and training policies has been that of creating a very fine leadership elite which attracts high capacitied potential leaders. There is no leadership problem outside of trying to select the relatively small number of leaders needed from the many truly gifted young people who offer their services.

(Continued in next column)

The Role of Physical Educators is to Develop . . .

FITNESS -- A WAY OF LIFE*

by C. H. McCloy,
Research Professor Emeritus,
State University of Iowa,
Iowa City, Iowa

PART I

In considering this title, we would normally assume that **total** fitness is highly desirable; but intellectual fitness is almost taken for granted in the school programs, and we may almost disregard this phase of fitness in our school physical education programs, since the largest number of other teachers are emphasizing it.

Emotional fitness should be earnestly sought, but this is a very difficult problem, and most of our teachers are largely untrained in this area. We **can** become more skillful here, as there is at least one very good book in this area. This type of information is something which would, if carefully studied, increase our ability to solve problems of emotional unbalance.

Actually there are not enough adequately trained clinical psychologists and psychiatrists in the whole of North America continent to care for the needs of Ontario alone. Hence we shall, in this address, concentrate for the most part on **physical** fitness alone.

What is Physical Fitness?

Briefly it is strength enough, and endurance enough to accomplish a hard day's work, meeting the emergencies of each day, and at the end of the day to be sleepy, but not unduly tired.

Now for some more details:

Strength: We all know what strength is, but we may well tell something more about it. In general it is proportional to the cross section of the muscles, and it is related also to the leverages of those muscles.

The fibers in the muscles do **not** increase in **number** with muscular development, at least not in school children. Muscular development of this type has not been studied in the very youngest of children. Since the number of muscle fibers is more numerous in mesomorphic persons (those who are unduly muscular, such as wrestlers, and weight lifters) they are **potentially stronger** than are the ectomorphs—and when trained, can become much stronger. There are differences also in the output of the endocrine glands, and in the strength of the nervous stimuli.

To illustrate a bit the importance of strength, suppose we use an analogy. During the cold winter days, suppose both men and women were encouraged to wear, inside of their clothing a canvas jacket weighted with lead to about twenty or thirty pounds depending upon the size and sex of the individual and to wear it all day long. The individual would probably reply, "Why that would be silly, because by noon I would be about all in" and he would be correct. But if an individual were **under-muscled** proportionally, he would also be all in by noon.

We have had one study which investigated this. The strength quotients, or what has been called in some circles the "physical fitness index", was correlated against the time of day when the individuals reported that they were first fatigued each day. Some reported that they got up tired, and were tired all day. Others were fatigued first about 10:00 o'clock, some by 11:00, some by 2:00, some by 4:00, and some by the end of the day. In general, the relationships were to the effect that

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Roy Ellis, Recreation Director of St. Mary's Parish, Saskatoon, summarizes the leadership situation very aptly when he stated that high quality leadership should never be more than four years away. The development of leadership is the essential feature of a good program.

Of course, if a camp or recreation director goes along with any sort of nondescript leadership from the outset and has no planned training program he is not just four years away — unless he is very lucky he will probably never solve his leadership problem.

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* This article was the substance of a talk given by Dr. McCloy to a group of physical educators in Toronto in the spring of 1958.

Part II of the article will appear in the next edition of the Journal.

the people who were stronger, were usually not fatigued. The very strong group were not fatigued in any case unless their work was **very** unusually strenuous. Thus an individual who does **not** develop enough strength, will usually become fatigued much earlier than one that is well developed muscularly.

Performance Improved

We have found that the development of more strength—and not to great excess makes for **great** improvement in **speed** in sports. For example, in a weight training group, three months practice in **weight training** only resulted in the standing broad jump of the increase of three and one half inches, in the vertical jump (Sargent) an increase of 2.9 inches (9.4 cms.), in the 60 yard dash a gain of .33 seconds, in the 8 pound shot a gain of 2.99 feet (93.7 cms), and in the 12 pound shot about 2 feet 6 inches (70.7 cms). In the 300 yard run there was a gain in speed of four seconds, and other events had similar improvements.

In another study on high jumping, nine weeks of weight training resulted in an increase of 3.37 inches (8.7cms).

This should probably **not** be **overdone.** The "Mr. America" type who puts on so much muscle that he gains up to 40 pounds in weight, has too much weight to carry for a run or for a high jump. But such persons as Parry O'Brian, the shot putter, gain **tremendously** through **over** developing through weight lifting. The same is true of Mr. Gordien, the discuss thrower, and others.

To develop strength in such a manner, the application is made of the over-load principle. This means that the individual must consistently do more work than he has been accustomed to doing. If he does not do more work than he ordinarily does, he will gain nothing. He has to increase the load consistently, whether this is for strength or endurance, if he is to improve.

Muscular Endurance

Muscular endurance is largely a combination of strength developed, and a larger number of capillaries in the pertinent muscles. Research by a Swede named Petren supports this view. He had found in guinea pigs, there was an increase of 50 percent in the number of capillaries. Many of these were reabsorbed after a considerable lay off from exercise. This combination of strength plus capillaries to carry the oxygen apparently made up most of this thing called "muscular endurance".

Circulo-respiratory Endurance

Now in circulo-respiratory endurance or what is often called "wind", there will be four things: The first will be the strength and capillaries of the muscles concerned, and strength of the heart and the increase in the capillaries of the heart. There has been some controversy over the matter of the gain in capillaries in the heart. Wearn, of Cleveland, working with rabbits, did not find an increase in the capillaries of the heart. Petren, in Sweden did find that with guinea pigs, the gain in capillaries about ten days after a twenty day period of exercise, was about 55 percent. Ninety days after stopping the exercise, it dropped back to where it was before. So that it is obvious that at least in the capillaries of the heart, there has to be a continuous workout of the muscles concerned to consolidate the gain and to keep it from retrogressing.

There is another type of "endurance" — if one would call it that — which shows up in such activities as long continued marching. This is shown in the development of a greater amount of connective tissue around the muscles and joints which prevent sprains and undue strains.

How much fitness is needed? Obviously a trained athlete or an individual who is doing a tremendous amount of hard labor, will need more fitness than will a stenographer or a housewife. But **all** of the people need **enough** fitness so that they may work hard, and undergo emergency strains, without becoming too fatigued or become injured.

Physical Literacy

In addition to these physiological aspects, we need also a considerable amount of **skill.** When an individual works in a skilled manner, he uses less energy than an individual who is unskilled, and who uses his antagonistic muscles to work against themselves. This would mean

that we need a great deal more "physical literacy" than one would need if he were doing nothing other than walking or something like that. By "physical literacy" we mean that the individuals should be as skilled in motor ways as a student in the classroom is skilled in his subjects. For example if an individual were to spell the word "muscle", as "mussll", the teacher would immediately correct him. If he were to state that "8 times 9 is 64", the teacher again would give him drills on the multiplication tables. But all too frequently the pupils in physical education are given **no** directions to improve their **skills.** This topic, of how to produce physical literacy has been discussed in the October, 1957, and December 1957 issues of the **Physical Educator,** under the title "Towards a Greater Degree of Physical Literacy". (This magazine is published at 3747 N. Linwood Ave., Indianapolis 18, Indiana).

Research Reveals

We shall now discuss briefly age groups of children so far as their fitness is concerned.

1. Fitness for infants and preschool children. Relatively little has been done toward the development of fitness in this age level. There is, however, a considerable amount of research bearing on fitness of these young children.

There is a study by Professor Hatai of Japan, published in the Anantomical Record of 1915, (U.S.A.) pages 647 to 665. Hatai worked with albino rats, and the age group would correspond in the human to ages from two and a third years of age, to nine and a third years. He has also had another group corresponding to the ages of two and a third to sixteen and a third years.

This study was made of two groups; one — rats of a control group were allowed to lay around their cages (like college professors and others) and did practically no exercise; the other group exercised very strenuously running around in a cage approximately 7 to 12 miles **each day!** After the indicated period of exercise, the animals of each group were killed, and both the exercised, and the unexercised control groups were autopsied. The weights of the organs were proportional to the weight of the body. So that if it is stated that an organ increased in weight 23 percent, this meant 23 percent of the body weight, which in the exercised animals was much greater than in the non-exercised animals. The weight of the heart of the exercised group was about 23 percent heavier than before, the kidneys were 19 percent heavier, and the liver about 18 percent heavier. The lungs actually lost about 34 percent, because the lungs of the unexercised rats were to a large extent heavier due to an accumulation of fluid.

In other words we see that the exercised animals had many of their vital organs increase in size; so that to draw a parallel, if the kidney was to have been infected and to have lost a considerable number of kidney glomeruli, that there would be, in the exercised animals, a "spare" developed! Apparently, strenuous exercise at this age was beneficial to these young rats.

While we cannot state categorically that the same would be true of children of that age, it is highly probable that the most of the exercise that is given young children is of too small a dosage.

There have been some very good publications dealing with children of less than 6 years of age. These have been publications in German.[1] But these publications are so full of pictures that the individual who is not able to read German could gain much from them.

It is highly probable that we need to develop some publications relative to these age groups, which may be utilized by parents. It is probably a job for parent education. It is highly probable that we will not have gym classes for children six months of age! Nor so far as that is concerned, for children three years of age. This is a job that must be taken over by parents, and it is highly desirable that adequate publications be made available to parents.

[1] Doris Reichmann, **Gymnastik mot den kleinsten, ein Lehbuch den Sauglings-gymnastik,** Wilhelm Limport - Verlag, Frankfurt-am-Main.
Lieselott Diem, **Juchhai die kleinsten Turnenn,** Verlag Manz und Lange, Gottingen.

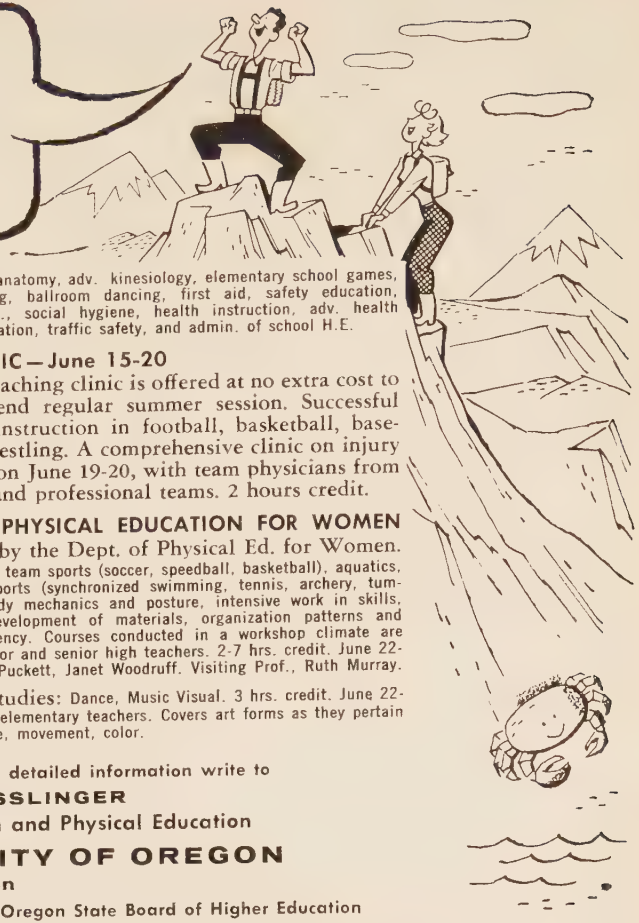
Editor's Note: In Part II (next Journal edition) Dr. McCloy makes a number of recommendations for implementation by concerned leaders in schools and professional associations.

STUDY AND PLAY WHERE IT'S COOL AND GREEN

UNIVERSITY OF OREGON

School of Health and Physical Education

Summer Session, June 22-August 14



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An outstanding coaching clinic is offered at no extra cost to students who attend regular summer session. Successful coaches provide instruction in football, basketball, baseball, track and wrestling. A comprehensive clinic on injury care is scheduled on June 19-20, with team physicians from major university and professional teams. 2 hours credit.

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WHY NOT MORE EMPHASIS ON GYMNASTICS?

Every spring, in many provinces throughout Canada, gymnastic competitions are held. These competitions are sanctioned by the provincial branch of the Amateur Athletic Union of Canada and organized by the Gymnastic Committee of the A.A.U. The Gymnastic Committee assigns its various club members with the task of preparing specific compulsory exercises and routines and is then responsible for distributing the "compulsories" to all interested clubs and individuals throughout the province.

In Alberta, as in most other provinces, the Y.M.C.A.'s and the Y.W.C.A.'s have been primarily responsible for the continuation and improvement of gymnastics both as a field of recreation and as an athletic competition. (Of course the latter is encompassed by the former in truly amateur sport). The Y's have encouraged their own members and other interested persons to include gymnastics as a vital part of any physical program, whether it is in the Y's, in schools, or in recreation programs.

Gymnastics, if broadened to include balance beam, uneven parallels, free standing exercises as well as tumbling, can be interesting and beneficial to all participants. Too often, in the past, gymnastics has included nothing but isolated tumbling stunts and isolated stunts on a particular piece of apparatus. If the participants can be encouraged to learn a few basic stunts and then combine them to create graceful individual routines, a new interest can be sparked and maintained as the student of gymnastics improves.

Any interested gymnast or coach of gymnastics may benefit greatly by obtaining copies of the compulsory exercises used in his or her province's annual competitions. By analyzing the routines into the component elements and re-combining these "fundamentals" into new routines, the gymnast or coach may experience the sense of accomplishment that is associated with all creative art forms. Aside from the aesthetic satisfaction derived from gymnastics it seems that few athletic activities are physiologically more effective in developing a fit and attractive physique. In a day when all research seems to suggest that Canadian children and adults are notoriously weak, they stand as an area of recreational activity which, by their very nature, need to be promoted by all fitness-conscious leaders.

As a suggestion to coaches the **Compulsory Exercises for Girls of the 1959 Alberta Gymnastic Championships** are included hereunder. They are printed here with permission of the Gymnastic Committee of the Alberta Branch of the Amateur Athletic Union of Canada.

Novice Women

Free Exercises

1. Raise arms sideward, step with right foot crossing behind left, step left sidewards, step with right foot crossing in front of left and hop swinging left leg stretched sideward, right arm upward.
2. Quarter turn left placing left leg forward, back ¾ circle with right arm, swing right leg forward and hop with ½ turn left.
3. Kneel backward on right leg, left leg straight forward, lean backwards (body in straight line with left leg) right arm upward, left arm obliquely downward and forward (in prolongation of right arm).
4. Swinging arms forward, downward and backward, bend forward sitting on right heel.
5. Stretch trunk, ¼ turn left, and sit beside right leg. Roll backward to knee scale with hands on the floor.
6. Hop to astride angle stand and backward straddle roll bringing legs together to squat. Jump up with ¾ turn left and step forward to scale on left foot. Hold.
7. Step forward on right foot, close left foot to right, step forward on right foot rising on toes, extending left leg backward, arms at fly.
8. Step forward on left, close right, step forward left, place right foot close to left and pivot left on the toes (quick ¾ turn). Cartwheel left to stand.

In Saskatoon on March 14th in the gymnasium of the University of Saskatchewan, the Western Canada and Prairie Provinces Gymnastic Championships will be held. Entries are exptected from all four western provinces.

Balance Beam

1. Jump to cross sit on beam with right thigh on beam.
2. Place hands behind hips, swing legs to vip—sit with arms extended to side.
3. Place one foot on beam, swing the other leg back, come to lunge position with arms in ring over head.
4. Swing back leg forward, come to stand.
5. Four running steps and pivot. Place right foot ahead of left, right arm in front, left arm back.
6. Deep knee bend and up. Step forward with left foot, change arms and repeat.
7. Spring from left to right foot—hold scale position.
8. Swing left leg forward and bend knee, raise arms in circle over head. Hold.
9. Step forward on left foot, swing right leg forward and pivot. Hold scale position.
10. Step forward on right foot, ¼ turn to left and bring feet together. Dismount with straddle jump.

Tumbling

1. High dive roll—headstand—roll out to stand—head spring.
2. Back extension—¼ turn cartwheel—½ turn cartwheel. (L right, then L left or vice versa).
3. Run—hand spring.

Uneven Parallel Bars

1. From side stand facing the HB mount to hang flying frontways with left leg over the LB and right leg under.
2. Swing right leg downward, sideward, upward between the bars executing full turn left rolling on the left thigh, releasing right hand, right leg passing down between bars and up again to the right, left hand regrasping to hang lying frontways with both legs over the LB.
3. Place one foot on LB and hip swing —up (pullover) to outer side support frontways on the HB.
4. Drop back placing left foot on the LB, right leg extended under the LB. Push back and swing forward again with right leg over LB, extending both legs in an underswing dismount over the LB to a side stand rearways.

Vaulting (Box horse crossways and springboard)

1. Front vault.

Intermediate Women

Free Exercises

1. Rise on toes raising arms sideways. Step left sideway and cross front right foot behind left, with quick shift of weight from left to right foot and back to left, with trunk turn left, both arms swinging to the left obliquely downward and around the trunk, turning the head to the right. Repeat to the other side.
2. With ⅛ turn left place left foot backward, lift right knee high and swing arms obliquely backward, trunk and head bent slightly forward. Step right forward on toes swinging arms forward, upward, and stretch left leg backward.
3. Three running steps left right left swinging arms forward, downward, and obliquely backward and with forward swing of the arms take a leaping stride, right leg forward, left leg backward, arms sideways to land on right foot in scale with arms sideways. Hold.
4. Swing to handstand. Hold.
5. Arch over onto feet and rise to stand (forward limber).
6. Step forward on left foot and ⅜ pivot left, stepping forward into lunge on right foot with arms at fly.
7. Forward straddle roll, place hands on floor forward and hop to crouch. Arched leap to stand.

Balance Beam

1. Jump to support kneeling with both knees on beam. Rise to stand.
2. Point right toe to side, arms in ring overhead, side bend to right. Circle arms down and bring feet together. Repeat exercise to the left.
3. Quarter turn to left. Keep left leg straight, bend right knee, bob forward arms stretched in front. Come to stand.
4. Step forward on right foot, swing left leg forward and hop on right foot. Repeat alternately left and right 3 times (L, R, L, R).

Gymnasium Mats

Stock sizes:

4′ x 7′	4′ x 8′
4′ x 10′	5′ x 10′

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5. Step on right foot, pivot on right, step forward on left, bend with knees, drop head forward arms stretched back.
6. Swing arms forward come to stand.
7. Step forward on right foot and lunge.
8. Bend left knee and sit back on left heel, bob forward arms stretched behind. Swing arms forward and come to stand.
9. Swing left leg forward, back and pivot on right foot. Hold scale on right foot.
10. Step on left foot and kick to momentary cross hand stand. Drop to stand facing beam.

Tumbling

1. High dive roll—jump to handstand—lower down to chest (fish-flop) jump through to long sit—roll up to shoulders—nip-up—cartwheel.
2. Round-off—back extension.

Uneven Parallel Bars

1. From stand facing diagonally take mixed grip on HB and swing right leg up, then left leg (scissor kick) to outer cross seat on the LB.
2. Quarter turn right to outer side seat with right hand in reverse grasp.
3. Further ½ turn right on right hand to outer side support frontways.
4. Swing right leg forward under right hand to side stride support.
5. Drop back to single knee hang support and single knee swing-up forward to side stride support.
6. Move left hand to HB and ½ turn left about left hand to hang lying frontways with right foot on the LB.
7. Raise left foot to HB and kip upstart pushing with right foot (single-leg swing-up) to an outer side support frontways on the HB.
8. Lower the upper trunk forward grasping the LB with the right hand and front vault dismount over the LB moving left hand to the LB to cross stand.

Vaulting (Side-horse and Beat-board)

1. Squat vault.

Senior Women

Free Exercises

1. Rise on toes raising arms sideways, three small quick steps forward, L, R, L, swinging arms downward, forward, upward, hop on left foot swinging right leg forward.
2. Step forward on right foot, close left foot behind right on toes, arms swinging downward sideways upwards to above the head. With a dip and a slight twist right of the shoulders, execute a forward parallel circle of the arms to the right of the body.
3. Swinging arms downward, left, upward step aside on left foot and hop with right leg extended.
4. With ¼ turn right, three running steps forward, R, L, R, and leap swinging left leg forward, ½ turn in the air to land in scale on right foot with right arm forward, left arm sideways. Hold.
5. Pivot ¼ left and cartwheel left.
6. Pivot ¼ left and swing to handstand. Hold.
7. Bring one leg down at a time and backward walkover to stand with right leg extended forward.
8. Swing right leg around to the right, rise on toes bringing right foot in to left leg with bent knee, and pivot ¾ right.
9. Step forward on right foot extending left leg backward, arms sideways. Three running steps, L, R, L, and cat jump (alternate knee raising in the air, R, L) with arms swinging backward, head down.
10. Land on right foot and step forward on left swinging right leg sideways and forward to a ⅜ pivot left with right leg extended.
11. Run to handspring to stand.

Balance Beam

1. Jump to position on right foot with left leg extended to the side, hand on the beam.
2. Lift left hand and pivot on right foot. Place left foot on beam in front of right and come to stand.
3. Swing right leg and arms forward. Hold leg up and swing both arms to right down and back. Step on right foot and swing arms forward. Repeat exercise to the left.
4. Step on left foot and swing right leg forward and pivot ½ turn on left foot, placing the right foot forward on beam.
5. Bend right knee, take weight on right foot, keep left leg straight, lean forward, head down and arms stretched back.
6. Draw left foot up close behind right. Jump and change position of feet (left in front).
7. Step forward on right and hold scale.
8. Swing left leg forward and hold. Bend right knee and place hands behind the hips and sit on beam. Bring both legs up to vip sit arms to the side.
9. Swing legs lown in straddle position placing hands forward on beam and swing legs back high and put feet on the beam. Come to stand.
10. Leap from left to right foot.
11. Place left toe on beam. Swing both arms back to the left and circle arms forward and kick left leg into side handstand. Hold. Dismount with long arm. (Forward Limber).

Tumbling

1. Round—off — back extension — cartwheel.
2. Back roll to headstand—lower legs to pike position—push up to hand stand —bring feet down (one at a time) ½ turn—head spring.
3. Run walk-out hand spring (land on one foot)—hand spring.

Uneven Parallel Bars

1. From side stand facing the HB jump to grasp the HB swinging one foot up to the LB. Pust back slipping the other foot over the LB and extend to outer side seat on the LB. ¼ turn left to outer cross seat.
2. Swing legs up forward grasping HB with left hand and place right sand on LB between legs. Swing legs back to arch bringing right leg over LB. Swing both legs forward and tuck to squat on the LB in front of right hand. Rise to stand.
3. Quarter turn left, grasp the HB and jump swinging right leg over HB to side stride support, drop back to single knee hang support and single knee swing-up forward to side stride support.
4. Reverse grasp with right hand and swing left leg over with ½ turn right to outer side support.
5. Lower the body forward over the HB (forward roll) to outer side seat on the LB. ½ turn right to outer side support.
6. Swing right leg forward under right hand then left leg forward under left hand to inner side seat.
7. Grasp HB, swing feet up to HB and underswing with extension to side stand rearways.

Vaulting (Side horse with beat-board)

1. Bent-hip ascent, stoop vault.

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MASS INSTRUCTION IN FIGURE SKATING

By MRS. MURIEL WHYTE*

Edmonton, Alberta.

An interesting experiment took place in Barrie, Ontario, not long ago. A live-wire City Recreation Committee were seeking to provide healthful winter recreation for its young people. Sponsors of playground recreation and a large-scale swimming programme in summer, they decided on figure-skating for a winter programme. They rented the local arena for one hour per week and enlisted my assistance in teaching. Figure skating has always been my hobby, while Physical Education is my profession.

It all started at the beginning of March with an eager group of 15 on the first night. Each consecutive turn-out almost doubled in size. The usual form of figure skating instruction is by individual lesson or small group of 10 or 12, for about 15 minutes at a time. But with one hour of rented ice and 90 children of all ages and ability, hungry for instruction, this was impractical. Something different had to be done.

Harking back to my training as a teacher of Physical Education, I was soon evolving a system of mass instruction which kept every child on the ice active and learning for the entire hour. None was neglected. None hung back, getting cold, because of shyness. At first my system consisted of basic instruction in plain skating skills such as stroking, cutting corners each way, backward and forward, proper safe stops, etc., before the figure skating skills were presented. Too many children are encouraged

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to try jumps and spins before they learn true balance and control. Boys anxious to improve their hockey techniques joined, and stayed, to learn figure skating and ice dancing.

Class development and individual progress was remarkable, so the Recreation Committee sponsored the classes during the Fall. Due to such limited ice time, membership had to be cut off at 110, and many were turned away.

Toronto Skating Club Provided Inspiration

In December a demonstration was held and every child performed with confidence and enthusiasm what they had learned in class. Guests from the Toronto Skating Club provided inspiration for our young beginners. By February the Committee felt it was time to launch this new activity on its own, and a self-sustaining club was formed. The Board of Directors was made up of ten leading businessmen who were also enthusiastic skating fathers! The mothers formed the Ladies' Committee, and this was the nucleus of several other working committees, which tackled every project that came up, with the utmost gusto.

By Spring, the "Four Seasons" carnival was presented, complete with costumes, lighting and scenery provided by these committees. And the Barrie Arena bulged for the third time in its 18-year history. Its 3,800 seats were filled only twice before—when the Barrie Flyers won the Memorial Cup and when Barbara Ann Scott came to town. The final achievement of the first season came with 10 members successfully passing the Preliminary Test of the Canadian Figure Skating Association.

Before the opening of the second season of the Barrie Skating Club in October, membership quotas for all classes were filled, except Seniors. To accommodate them, five groups were formed:

Primary (ages 5-9 years), 100 members.

Junior (ages 10-12 years), 85 members.

Intermediate (ages 13-18 years), 75 members.

Senior (ages 19 and over), 30 members.

A family membership was opened also, for one hour on Sunday afternoons, for parents and children to skate together. Fees were kept low and 11½ hours of ice time per week were provided for the club, with 1½ hours of free instruction per week for every member.

Mass instruction had proved itself the previous season and was carried on and developed still more in the second. It proved that a large group learning together provides social recreation which dispels self-consciousness, and healthy competition with incentive to learn.

Divided Into Ability Groups

With a membership now totalling 300, each class was divided, except Seniors, into ability groups. All beginners started in "C" group. When certain skills and control had been mastered, they advanced into "B" group. With more knowledge and ability, they moved up to "A." From here the incentive was a Club Test, for which a badge was awarded. The Barrie Skating Club was now a member of the C.F.S.A., so that its members could go on to take higher tests.

To describe mass instruction is not easy. Each session followed a planned pattern of progressive learning with variations according to short warm-up period of smooth rhythmic stroking or skating forward or backward to music, followed by edges done as rolls, forward, backward, inside and outside. With as many as 100 on the ice at once, safety rules had to be developed and signals learned and obeyed. The St. John Ambulance Division had a member in attendance at every session, and their services were invaluable, although, happily, seldom required.

Microphone Used

The next period of the session consisted of division into groups "A", "B" and "C" for a lesson in figures—each group learning on its own ability level. Free skating skills were done in lines of eight across the rink, about 10 or more deep. Instruction was given over a microphone placed at the edge of the rink. Dancing was enjoyed by every age group and learned according to ability by each group rotating and using the whole ice surface in sequence.

As the season progressed, extra time had to be provided for test practice, and practice time made available for figures. A group of 12 Intermediate skaters with C.F.S.A. Preliminary Test standing were selected for leadership qualities, and each assigned a session outside his or her own class to help other skaters. This allowed the instructress more time to move around freely to correct individual faults. Lessons in smaller groups, as well as private lessons, were eagerly sought and were booked one month in advance.

After Christmas, thoughts again turned to carnival time, and committees worked long hours to provide the background for the skaters. Some class time had to be given to carnival training, but mass instruction was kept up. The newly-formed "counsellors" group, with additions, formed the "line" or "chorus" of skaters and presented several smart routines. By the time the second annual carnival—"Golden Days"—was presented, 350 members of the Club (including committees) took part, including the 30 Seniors who displayed several dances learned in their first season. The day after the carnival saw a total of 24 skaters successful in C.F.S.A. figure tests, and 26 in dance tests. The graded ability tests led up gradually to the C.F.S.A. tests, and were based on skating skills learned in class and elementary figures—thus giving successful skaters confidence to try the more advanced C.F.S.A. tests when they were ready. A total of 168 skaters, or two-thirds of the skating membership had been successful in tests for the season.

A stir of interest was created, with executives and professionals from other clubs travelling as much as 300 miles to witness this carnival and the tests, and to see what the Barrie Skating Club had accomplished by mass instruction in so short a time. The representative of the Ontario Department of Education, Community Programmes Branch, was loud in his praise and an article appeared in their monthly magazine after his visit.

Mass instruction had proved itself for a second season for skaters from beginners to C.F.S.A. First Test level. Beyond that, more individual instruction is needed. This method can solve many of the problems which confront organizations offering figure skating lessons at community rinks, and can be of immeasurable help to well-established clubs. One of Canada's oldest, the Minto Skating Club of Ottawa, put in ability tests for their juniors and a similar system of instruction for beginners after seeing the Barrie Skating Club results.

Training Course For Instructors Needed

Here is a proven way to give each skater basic training in sound figure skating while keeping their interest and incentive to learn———at the same time using ice time to fullest advantage. The C.F.S.A. provides judges for tests at all affiliated clubs. It conducts judges' schools for their edification and to keep standards uniform and high across the country. But there is also a need for teacher training among new skating professionals to keep the standard of teaching as high. The Canadian Red Cross Society, Water Safety Division, holds clinics for its examiners for the same purpose, and they have gone the step further by holding training courses for instructors. In skating, anyone who even auditions for a professional show is termed professional and may teach skating no matter what their skill in skating or their teaching ability. In England, and elsewhere, teaching certificates must be earned first.

Much has been said and written recently about the lower standard of physical fitness and Olympic standing of Canada compared to other nations. Our present system of physical education in schools tends to devote time to training top teams, while neglecting those who need this training most. Mass instruction reverses this process—giving training to all with the result that more championship material should be uncovered for intensified, higher, training. A combination of better teacher training and mass instruction for beginners in figure skating could assure the success of many more skating clubs across the country, make much more widespread the healthful benefits and delights of basic skating skill, and lay the foundation for Canada to produce more Olympic stars in future years.

How To Get A Canada Council Fellowship

By ANDREW C. BALLANTINE
Assistant to the Co-ordinator, Cultural Activities Branch, Department of Economic Affairs, Province of Alberta.

From this distance the volume of applications for assistance directed at the Canada Council can only be imagined, and that perhaps not too vividly. It may help to reduce the number of these by creditably ambitious but not yet eligible Canadians if it can be kept clearly in mind that generally speaking, eligibility implies distinction.

For the guidance of intending applicants for scholarships or fellowships, the Council has issued a brochure of which a summary follows.

At the outset we are reminded that The Canada Council Act passed by Parliament lays down the objects for which assistance will be given, and, the Council emphasizes, no other. These are the study and production of works in the arts, humanities and social sciences.

The Act defines "arts" as architecture, theatre, literature, music, painting, sculpture, graphic arts "and other similar creative and interpretive activities." The field does **not** include social work, theology, pedagogy, applied mathematics and, generally, studies at professional schools.

Selected by Competition

Successful candidates for such assistance will be selected from the results of a competition in one of the ten categories described hereafter. The award must be taken up for the period named in the application, and may not be postponed. The ten categories are:

Category 1. Pre-Master's Degree Scholarships of an average value of $1,200 for study leading to a Master's degree at any **Canadian** university. First instalment will be paid after the candidate has furnished evidence that he holds Bachelor's degree and has been admitted to a graduate school. Applications and supporting letters must reach the Council by January 31, 1959.

Note: Supporting letters of recommendation are to be sent directly to the Council by referees and not by the candidate. They should be detailed and based on recent personal knowledge of the candidate, his work and plan of study.

Category 2. Pre-Doctor's Degree Fellowships, of an average value of $2,000 and travelling expense tenable in Canada or abroad for one year, or a shorter period and smaller amount according to the nature and duration of the program. Deadline for applications and supporting letters, January 10, 1959.

This fellowship is in one of the five renewable categories. This means that the holder may apply for a second award but in competition with new applicants.

Category 3a. Senior Research Fellowships in the Humanities and social Sciences (usually for post-doctoral work) of an average value of $4,500 for a married person plus travelling expense of the holder and two-thirds of the travelling expense of his wife. Average value of the grant to an unmarried person is $4,000 and travelling expense. Both are tenable in Canada or abroad for one year. Application should be by letter (six copies) stating the applicant's present position, his academic background and experience, a description of the project and the length of time to be devoted to it, assistance expected from other sources (e.g. continuing salary by an employer). Deadline for applications and recommendations (sent directly to the Council and not by the candidate), December 1, 1958.

Note: In two other categories—4 and 7—the Council is prepared to consider late applications if it is shown that the candidate did not know of an opportunity or was prevented by some other reason.

Category 3b. Senior Arts Fellowships for artists, musicians, writers and other art workers of wide and well-established reputation. The average value is $4,500 and travelling expenses for a married person and two-thirds travelling expenses for his wife. For an unmarried fellow is $4,000 and travelling expense. In this case also the deadline was December 1.

Category 4. Arts Scholarships of an average value of $2,000 and travelling expenses for study in Canada or abroad are offered to younger artists, musicians, writers, etc. who have shown exceptional promise. These scholarships are tenable for one year or a shorter period and lesser amount and are renewable. (See footnote to Category2.)

Category 5. Secondary School Teachers and Librarians of average value of $2,000 and the scholar's travelling expenses tenable in Canada or abroad for one year or shorter period with smaller amount. The purpose is to enable the holder to improve his qualifications in arts, humanities and social sciences (including mathematics in this instance.) Employers are expected to make an appropriate salary allowance. Deadline, January 31, 1959.

Category 6. Arts Teachers and Professional Staff Members of Art Galleries and Museums. These have an average value of $2,000 and the scholar's own travelling expense or a smaller amount for a shorter period. Here also employers are expected to make a salary allowance. Deadline was December 1.

Category 7. Aid of Research and Other Scholarship. This is primarily intended for post-doctoral scholarships and has value of $300 to $1,200 which may include travelling expense. It is intended for scholars needing short-term asistance. Applications by letter (six copies) and supporting recommendations (sent directly to the Council by the referees) should reach the Council by January 20, 1959.

Note: This is one of the categories (see also the footnote to category 2) where the Council may consider late applications under certain circumstances.

Category 8. Non-resident Fellowships. These are one-year fellowships for non-resistens, for study or teaching in Canada.

(a) of an average value of $5,000 and travelling expenses plus two-thirds travel allowances for the wife of a married Fellow who has achieved great distinction.

(b) of an average value of $2,000 and travel expenses for younger scholars or artists of exceptional promise. This sub-category is renewable on the usual conditions (See footnote to category 2.)

Applications for senior non-resident fellowships may be made to the Council directly by the applicant or on behalf of the person concerned by Canadian universities or other Canadian organizations. For junior non-resident fellowships application should be to the Canadian mission in the applicant's country. If there is no such mission application may be made directly to the Council.

Deadline for applications: February 15, 1959.

Category 9. Journalists, Broadcasters and Film-Makers. These are of an average value of $3,000 tenable for a year in Canada or abroad or for a shorter period and less amount. Deadline for applications and suporting letters February 15, 1959.

There remains a tenth category under which grants, the Council cautions, will be made only under exceptional circumstances. Assistance here is intended for scholars or worker in fields which do not come precisely within the scope of the other nine categories—but still within the limits of arts, humanities and social sciences. Application should be by letter (six copies) and should contain particulars similar to those set out herein for Category 3a.

How to Apply

Application forms, which may be had from the Secretary, The Canada Council, 140 Wellington Street, Ottawa, should indicate the number and title of the category in which the applicant is interested. The Council points out that usually two or three months will elapse between the deadline date and announcement of awards.

The reader will have noticed reference to the "average" value of grants. This seems to imply a certain elasticity, having regard to the place of study, unusual costs (e.g. higher than average tuition fees), marital status, etc.

Assistance is available only for Canadians permanently resident in the Dominion or temporarily abroad, except in the case of applicants for non-resident fellowships (Category 8). It is **not** available for teachers unable to do a full year

(Continued inside of back cover)

The Role of the Church in the Rural Community*

by

Rev. D. A. Brydon**

The church is aware, like educators, that human personality is the product of living in groups.

The first group that affects the infant is the family. In the family, human nature develops. Personality also needs to be socialized in terms of a wider loyalty, and this socialization begins in the school. But even the personality that is effective in terms of community standards and loyalties may still be immature and incomplete.

It is in the church that a new level of personality development is discovered. We learn through our experience within the the church to relate our lives consciously to life in God. The dimensions of this new relationship are not limited by space, nor time, and we learn to be conscious of the universal and eternal meaning of our every act.

With this understanding we may set down certain points of emphasis in the church's role in the rural community.

The church is to be thought of as a co-operator. If the church is to point out personality standards and expectations that lie beyond the present practice in the community, it must develop attitudes of co-operation with the community.

A simple illustration of this is seen in the Ripley-Huron Community Workshop. When this program, sponsored by the Federation of Agriculture, had no convenient place to meet, the Session of the church made its hall available. The minister also helped with interpretation and evaluation.

The church should be the moral conscience of the community. It is here that most pastors are conscious of their responsibilities to the community. It is here that the church officers will speak out. They should have the sense and duty to praise as well as censure.

The minister could be the first to praise the school-teacher for his work among the boys. Let him be the one to assess the values in the 4-H club program of the Junior Farmers. He can do the same for the work of the librarian, the Legion president or the leader of a good community program.

The church can supplement community action. We have sought to point out that the church has only one unique role—the maturing of personality through response to God. The worship of God must be the one thing that holds central to all else. There are a number of things that the church may do. She will see unmet needs and find work that no other agency is doing, or can do.

This is the way that our comprehensive adult education program got going.

The church can experiment. In most communities the church is the only agency that can afford to experiment and run the risk of failure. Since her main task is worship, she can continue with vitality even though the new effort does not turn out well.

A rural church might well carry on at least one experiment each year—testing out some new approach. This has been very close to our policy.

The church should train leaders. Leaders trained in church office are not lost to it if they take office with a non-church organization, so long as they maintain the ideals taught within the fellowship of the church.

The church has the unique role of representing the Kingdom of God. It is not that the church **is** the Kingdom of God in any degree of purification, but through it

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* This article is a reprint from the **Community Courier** Jan.-Feb. 1958 with permission of the **Community Programmes Branch** of the Department of Education of the Province of Ontario.

** Rev. D. A. Brydon is a United Church clergyman with three rural charges in Huron Township, Bruce County, Ontario.

Canadian Education Conference*

Chateau Laurier, Ottawa
February 16 - 20, 1958

Some of the Resolutions passed at the Plenary Session, February 20, 1958 were as follows:

19. Teachers' Qualifications

BE IT RESOLVED that candidates for entrance to the teaching profession should be required to have complete senior matriculation or the equivalent, and that the required academic-professional preparation should be established immediately at a minimum of two additional years, with a view to the adoption in the near future of a minimum of four years of academic and professional study, and that permanent teaching certificates or diplomas be granted only to persons who have met these standards.

20. Teachers' Salaries

WHEREAS the salary structure of the teaching profession is not now sufficiently high to enable it to compete effectively with other professions;

BE IT RESOLVED that salary levels be established that will enable teachers to secure financial rewards equal to those paid to people with similiar qualifications in other professions.

21. Rural Teachers

WHEREAS children in rural are entitled to the same standard of education as children in urban areas;

BE IT RESOLVED that, where necessary, provision be made to supply qualified teachers to schools in rural areas, possibly by the payment of a bonus or other form of extra compensation.

23. Promotion of Educational Research

BE IT RESOLVED that steps be taken immediately to establish a national organization for the promotion of educational research which would include among its functions the maintainance of an index and the publication of a journal and that efforts be made to provide financial assistance and encouragement for educational research programs of competent provincial and local agencies.

23. Libraries

BE IT RESOLVED that local, provincial and federal authorities be urged to give effective support to the establishment and development of libraries in schools, colleges and universities and to further the extension of public library services to all part of urban and rural Canada.

24. Federal-Provincial Co-operation

WHEREAS the deliberations of this Conference point up the need for a substantial increase in financial support for education, if Canada is to maintain and improve the level of educational standards for all Canadian children, to guarantee the eradication of inequalities in educational opportunity now existing and assure the fullest development of Canada's human and material resources;

Therefore BE IT RESOLVED that action should be taken immediately by the federal

(Continued on page 32)

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the ideals and qualities of the Kingdom are made real in the community.

The church is a sanctuary. The idea that the church is or should be the sanctuary for all within the community is as old as religion. The little church of the countryside can keep men strong in the elemental qualities of honesty, tolerance and pity. It can keep men strong enough to fulfil the God-given task of spreading abroad through the community and the world the spirit of God revealed by Jesus Christ.

This then puts the community church in the central position so that it can be thought of as the "Hope of the World."

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* **Editor's Note:** The many resolutions of direct interest to the well-being of the related fields of health, physical education and recreation which were passed at the 1958 Canadian Conference on Education suggests that they should be kept contsantly in the public eye until they are not only considered desirable but are demanded by the general public.

To encourage members and branch executive officers to utilize their content in briefs and speeches etc. some twenty-eight resolutions have now been published in this and preceding issues of the CAHPER Journal. There appears to be as many resolutions of interest to recreation leaders as there are to health and physical educators.

Branch Agenda Items:

GUIDE LINES FOR ACTION

- A MESSAGE FROM THE EXECUTIVE SECRETARY
- MEMO FOR BRANCH ADVERTISING COMMITTEE
- PATTERN PROGRESS THROUGH NOTICES OF MOTION

THE OFFICE OF EXECUTIVE SECRETARY

by
Freda N. Wales,
Supervisor of Physical Education and Recreation,
Department of Education,
Halifax, N.S.

Coming into the home stretch of my tour of duty as Executive Secretary, some ideas concerning the duties and responsibilities of this position are beginning to gel. I'd like to pass them along to the members of CAHPER.

I think a lot of problems will be solved by ensuring that the Executive Secretary and President are located in the same area. There is no need to elaborate on the difficulties in carrying on business by correspondence, efficient though air mail may be.

There seem to be many channels of communication in CAHPER. This is most essential in carrying on the work of a national organization whose officers and Board of Directors are spread across four thousand miles. These channels, however, need to be dredged more frequently so that messages do not run aground in mid stream.

Actually the duties of the Executive Secretary are rather simple namely (1) to attend all sessions of the Board of Directors and all meetings of the Representative Council and (2) act as clerk thereof and record all votes and minutes of all proceedings in the books to be kept for that purpose. (3) He shall give or cause to be given notice of all meetings of the members and of the Board of Directors and Representative Council, and shall (4) perform such other duties as may be prescribed by the Representative Council or President, under whose supervision he shall be. (5) He shall be custodian of the seal of the Association, which he shall deliver only when authorized by a resolution of the Representative Council to do so and to such person or persons as may be named in the resolution." At times, the imposing title I acquired two years ago rather embarrasses me. There seems to be little reason, as it is presently set up, for the "executive" part of this title.

On the other hand, I am strongly in favor of an Executive Secretary for CAHPER in the real sense of the word. I believe this is the only way CAHPER will have any continuity, any growth or consistency. At the present time it takes each New Board of Directors at least one year to find out what it is supposed to do, and lo and behold the Convention looms up on the horizon to take everybody's attention. The question that might be asked is "How can we expect to grow in this way as a professional organization?"

Establishing the office of President Elect will help but in my humble opinion it isn't enough. I personally feel that there will be no real progress until we have a **paid part or full time** (part time to be

more realistic) **executive secretary.** People who already have full time jobs cannot undertake the ever increasing work involved in membership routine, administrative work involved in a printed Journal, establishing and keeping contacts with allied organizations. Funds should also be made available for at least one cross Canada trip every two years.

Now is the time (a) to open our eyes and look around for someone who could and would undertake this position of Executive Secretary and (b) to find ways and means, in other words, financial support, to make this possible.

Memo for Branch Advertising Promotion Committee

A. **Branch Target:** Can you make your branch target for advertising solicitations equal to "four hundred dollars for each 10 members" in your branch for the period ending April 10th? The number of "ads" solicited before the convention will give the delegates concrete facts upon which to make realistic decisions.

B. **Approach to Clients:** May we suggest the following:

(1) Each branch has and will be sent extra copies of each edition to be used to show potential advertisers potential members and subscribers.

(2) Rate Card No. 1 is currently in effect in all forms of advertising **except** summer and winter course announcements and employment opportunities ads. Space for these sell as follows: Full page, $60.00; half page, $40.00; and quarter page $30.00.

(3) Advise client that cover space **may** already be sold.

(4) If client desires space, contact **Mr. G. A. Wright, Journal Finance Chairman, c/o Physical Education Branch, Dept. of Education, 206 Huron Street at College, Toronto,** for particulars regarding contract arrangements.

(5) "Cuts" and "Space" Instructions" may be sent directly to **Mr. M. F. Smith, CAHPER Journal Business Manager, c/o School of Physical Education, University of Alberta, Edmonton.**

C. **Member Education:** One branch has practised role playing to improve their members' approaches to potential clients. We honestly believe that when one sums up all the arguments in favour of advertising in the Journal they can be described as "valid, realistic and business-like." The fact that among CAHPER members are almost all the key people in Canada in "ordering positions" in school divisions and recreation systems speaks for itself. This is fact—not promotion fiction!

PLANNED PROJECTS PATTERN PROGRESS

(NOTICES OF MOTION)

If CAHPER'S is to progress in any significant way as the result of the June 22-26 convention deliberations, it will, in a large measure, depend upon what **pre-thinking** and **fact-finding** has been done by branch executive officers and branch convention representatives **previous to the convention.** Too many associations flounder about in muskeg of muddy motions hastily conceived at conventions. Far too often associations are committed to "inaction" rather than "action" because motions are passed by ill-informed, though well-meaning, delegates in a gush of momentary enthusiasm.

Some sound thinking and fact finding by CAHPER national and branch officers previous to the convention seems vital if the motions passed are to be more than a series of pious platitudes which apologize for, or rationalize, the status quo.

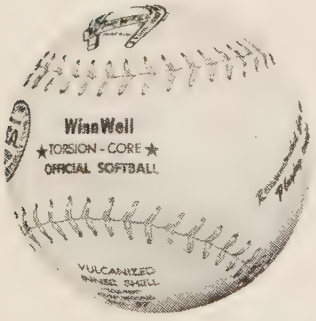
May we suggest that individual members and branches formulate some **reality-based, carefully-worded notices of motion**

which are prefixed with "whereas clauses". Carefully-phrased motions committing the association to a project or a policy may accelerate the growth of the association and facilitate better service to the members and nation. Such notices of motions could have a far-reaching influence on the association particularly if sent **"directly" by the branch or individual** to all national officers and branches for early and considered study.

Isn't it true that: **Planned projects and policies pattern progress.**

Editor's Note: Notices of Motion incorporating suggestions of Freda Wales, other national officers, or views of individuals or branches should be forwarded to: **Miss F. Wales, CAHPER Executive c/o Physical Fitness Branch, Box 578, Chronicle Bldg., Halifax, N.S.**

WINNWELL



Winner No. 97 Approves Softball with Torsion Core

WELLINGER AND DUNN LEATHER GOODS LIMITED
WINNWELL
TRADE MARK

Will outlast any other Regulation Softball available.

Write for catalogue:
350 Sorauren Avenue
Toronto 3, Canada

EDUCATION CONFERENCE . . .

(Continued from page 29)

and provincial governments to devise a plan for providing the substantial increase required.

25. Suitable Curricula

BE IT RESOLVED that this Conference affirms that every child has a basic right to an education and that educational authorities be urged to provide appropriate curricula to meet the wide range of abilities and needs found in our school population.

26. Study of Two Languages

BE IT RESOLVED that all provincial educational authorities should introduce the study of French (or English, in French language schools) in elementary grades at as early an age as possible.

27. Qualified Teachers

WHEREAS the rapid increase in pupil enrolment resulted temporarily in an emphasis on quantity sometimes to the detriment of quality in the provision of teachers for Canadian classrooms, and

WHEREAS this has lowered the overall level of teaching standards in many parts of the country;

BE IT RESOLVED that Department of Education, Teachers' Organizations, Trusts, The Canadian Home and School and Parent-Teacher Federation and all other organizations involved in this Conference, exert every effort to reassert the emphasis on quality so that all Canadian children may have the services of mature, fully qualified, competent teachers.

28. Role of the Home

WHEREAS it is the right of the home and, therefore, its duty to help determine and formulate the aims of education, and

WHEREAS education is a continuing process which begins at birth, and

WHEREAS education is expected to prepare the individual for living in his spiritual, physical, intellectual and social world, and

WHEREAS the school and the home have essential and complementary roles to play in the educational task;

Therefore BE IT RESOLVED that adequate and appropriate channels should exist at all levels to facilitate communication, consultation and collaboration between parents, and teachers and official school bodies.

Branch Reports:

Present Organization of CAHPER in Manitoba

by

John MacDiarmid, President
Manitoba Branch of CAHPER
c/o University of Manitoba, Winnipeg

Two branches are now in existence in Manitoba, namely the Winnipeg High School Women's Branch and Manitoba Branch. The high school women's branch has originated from the regular programme of meetings of the physical education staff of the Winnipeg Public Schools. The women meet regularly during the year to promote the professional growth of members through the discussion of common problems and the sharing of ideas. The men meet for similar purposes but they have not affiliated as a group with CAHPER as the women have done.

Manitoba Branch is rather unique in that its general membership meets only once a year. This meeting takes place during the joint Easter Convention of the Manitoba Education Association and the Manitoba Teachers' Society. Manitoba Branch, CAHPER is a member of the Manitoba Education Association, a group of associations and individuals interested in the welfare of education in the province. Besides having its annual meeting in conjunction with the Easter Convention, Manitoba Branch also plans the physical education workshop and display sessions which form a part of the convention programme.

Within the branch, four divisions are in operation: Physical Education, Recreation, Health, and Athletics. Physical Education and Athletic divisions have been most active, the Health division has been inactive and the Recreation division has been alive but struggling.

During the year, the work of the branch is carried on by the Executive Committee which is elected at the Easter Convention and sub-committees which are elected or appointed. The strongest work is done in the area of school physical education and athletics. The Athletic Division has its sub-committees plan and organize the programme of provincial competition in high school athletics. The reason that the CAHPER branch has assumed this responsibility lies in the fact that CAHPER, Manitoba Branch, evolved from an earlier group which was doing this work — The Manitoba Physical Education Association.

Since many issues seem to be on a provincial level, the "provincial" nature of Manitoba Branch, CAHPER has been one of its valuable features. It has provided an effective voice for physical education, recreation and health in the province.

Possibilities for Reorganization

Although no definite action has yet been planned, the executive of Manitoba Branch feels that the following major changes are possible and desirable.

A. Local branches may be formed along the existing division lines of physical education and athletics, recreation, and health to replace the present Manitoba Branch, CAHPER.

B. A provincial council of CAHPER branches may be formed to deal with problems and projects which could best be tackled on a unified basis. This council could be responsible for the organization of provincial high school athletics until such time as a provincial high school athletic association is formed.

In arriving at the above possibilities, the executive found the following to be points of consideration:

1. A provincial body of some sort which may speak as the professional voice of those in the fields of health, physical education and recreation seems essential. Manitoba Branch now fills this need. Any reorganization should still provide for this.
2. The report of the Athletic Division at the 1958 Easter Convention sugested the possibility of provincial high school athletics eventually being taken over by a provincial high school athletic association. This being such a major portion of the Branch's activities at the present time, and possibly the main reason for the branch being constituted as it is, some reorganization might be in order.
3. Reorganization might help the recreation and health areas to better realize their potential in CAHPER.

The St. John's Nfld. Branch

Reported by
Thelma Gerstman,
Memorial University of Newfoundland,
St. John's, Nfld.

The idea of forming a St. John's Newfoundland Association for Physical Education and Recreation was born in December 1957. Since that time, the original group of a few enthusiasts has grown to a thriving association with close to 100% of the physical education personnel in the city having become members.

At the first annual general meeting held last April the officers elected to the first executive were: **J. Douglas Eaton** of Memorial University, president; **Graham Snow** of Curtis Academy, president-elect; **Thelma Gerstman** of Memorial University, secretary-treasurer; and **Mary Norman** of Bishop Spencer College and **Arthur Templeman** of Macpherson Academy as members-at-large.

The program for the 1958-59 season to date has included, apart from business meetings, workshops in English style "free gymnastics" under the direction of **Mary Norman** of Birmingham, England; social recreation activities directed by the executive; and trampoline and badminton supervised by the physical education major students of Memorial University. One meeting took the form of a visit to the local sporting goods store to allow members to become familiar with goods available and their prices and to receive a demonstration on the repairing of equipment.

A recent successful project of this branch was the setting up of a women's basketball refereeing clinic to aid the women physical education teachers in the city with their problem of having four basketball leagues in operation and only three trained referees to officiate.

A larger project planned for early spring is the sponsoring of a square and folk dance evening for university, college and high school students. Proceeds of this venture will be used to encourage and aid members of this isolated branch to attend either Maritime or national conferences.

Edmonton Women's Branch

by
Grace Mersereau, President,
10526 - 136 St., Edmonton, Alberta

This year, for the first time, the Men's and Women's Branches in Edmonton are holding joint monthly meetings — an experience that is working out rather well. Both groups have been and are engaged in planning for what we hope will be an extremely interesting National Convention June 22nd - 26th. On January 19th an exceptionally large turn-out of members, potential members and university students heard four short addresses on the merits of a professional association. Following these serious presentations, which were artistically punctuated with humor, the meeting heard a colorful address by **Johnny Bright**, the widely known Edmonton Eskimo football player who is a high school teacher in Edmonton. The support given this meeting suggests to the executive that as the work-load increases with the approach of the Convention that we will have many willing hands to make Edmonton's contribution to the national movement an organizational and social success. We trust the business sessions will prove fruitful both for the CAHPER organization as a whole and the individuals who attend.

In spite of extensive Convention commitments, the Women's Branch will hold its annual Play-Day in May. This public relations project has proven both popular and worthwhile since its inception two years ago.

It might also be recorded that the Scholarship Committee awarded the branch's annual Book Prize of $25.00 to **Miss Patricia Jackson**, a second year physical education student at the University of Alberta.

The members of the Edmonton Women's Branch look forward to welcoming a large number of out-of-province delegates.

Editor's Note: A picture of the executive of the Edmonton Women's Branch appears on page 38 of this Journal.

TRANS-CANADA GRAPEVINE

From **Freda Wales** in Halifax the Journal received following items of news with a Maritime flavour.

* * *

Folk and Square dancing is becoming more and more popular in the province by the sea.

Forty persons attended the December Dance Camp held in Windsor. This was a Workshop type of program led by **Maurice Hennigar** with able assistance from **Barbara (Toni) Fry** and **Neil Patterson.** A special session on Children's Dance, where teachers of elementary school grades predominated, started the program on Friday afternoon. The week-end "campers" were dance leaders in various communities or just plain enthusiastic folk and square dancers, mostly husband and wife combinations.

* * *

More about dancing — a regular event the first Monday of every month is a **Dance Workshop** held at the YWCA where dance leaders in Greater Halifax area share dances, program ideas and new gimmicks.

The first Folk Dance Club has proved to be a hit in this area. The trial six bi-weekly sessions has now become a permanent appointment on the calendar pad of some thirty participants.

Still more about dancing — Dance Workshop and the Halifax members of the Maritime Association for Physical Education and Recreation are co-sponsoring the Annual Folk and Square Dance Festival to be held after Easter. This year the festival is non competitive at all levels from junior through adult.

Square dancers in the area will be nobody's fool when they don their special party togs for the Dance Jamboree at Dartmouth Bicentennial Junior High School on April Fool's Night.

* * *

There's more to this than dancing . . . housewives and young adults are getting very fitness conscious. Groups are mushrooming all over the province in Tatamagouche, Truro, Glace Bay, New Waterford, Kentville, Middleton, Riverport, Armdale, Dartmouth and Halifax. **We can't pin down the reason for this upsurge in getting and keeping fit but suspect that the Canadian Physical Efficiency Tests carried out in the three centres and Bonnie Prudden's visit to Halifax and her two TV appearances could have something to do with it.** Plans are being made by mem-

JOB OPPORTUNITIES

Members of CAHPER's who are in a position to hire personnel or make recommendations regarding the employment of professionally-trained practitioners are urged to arrange the announcement of employment opportunities in the Journal. **The special rates for notices of job opportunities and summer or winter course announcements are $60.00 for full page, $40.00 for half page and $30.00 for quarter page.**

Aside from the benefits which would accrue to the school or recreation system through obtaining the services of good people as the result of an advertisement, the benefits to the CAHPER association would also be significant. Such announcements would no doubt be a popular feature and would be an additional inducement to some potential members to belong to CAHPER. Members who will take the trouble to see that their school system or agency advertises in the Journal are, in a very significant way, building a Journal which does in fact render **a service to "professionally-minded" practitioners.** Perhaps the least we can do for those members active and loyal to the concept of a truly professional organization would be to give them first chance to apply for the so-called "best" jobs by informing them through the Journal.

The remuneration for such ads also makes a valuable contribution. **Two such ads from each branch would pay for one issue of the Journal.** Is your branch carrying its weight in the solicitation of advertising?

bers of the Physical Fitness Branch to hold a workshop for the leaders of these groups.

* * *

The Halifax physical education and recreation people met recently to hear **Neil MacVicar,** physical education teacher at Queen Elizabeth High School, tell about his work and general impressions as an exchange teacher in Southampton, England.

* * *

Directing courses for Instructors in Swimming and Water Safety for the Canadian Red Cross will be **Stephen Cook,** Halifax and **Al Peppard,** Middleton. Steve and Al are both physical education teachers and are both very active in swimming progarms. Three courses are held concurrently in the province from March 30 to April 4.

Doreen Gillingwater, supervisor of physical education for Dartmouth schools, has replaced **Mrs. Warren (Bertie) Publicover** of Halifax YMCA as Secretary of MAPER. Bertie found it was impossible to attend Executive meetings which are usually held in Digby, Nova Scotia, a fairly central point for the Maritimes but still 150 miles from Halifax.

Already making plans to attend the Edmonton Convention are **Mary MacKinnon** and **Betty Cleveland,** both physical education teachers in Halifax city schools . . . more names for the next Journal, we hope.

* * *

Hugh Noble, Director of Physical Education and Recreation Branch of the Nova Scotia Dept. of Education, circulated throughout Nova Scotia the following public relations and motivational device used by **L. G. White** of Central Colchester High School. Hugh provided with the following note of explanation:

"I think the following information will prove interesting and helpful. **'Bud' White** of Central Colchester High School has designed the following self-motivating tests which he is administering in his school. The pupils, boys and girls, are most enthusiastic. He showed me some of the results from November to December and they are really quite outstanding. 'The homework' approach is of real value."

Bud White's letter to each pupil reads as follows:

"Each month, from now until the end of March, we will be conducting 'self improvement' tests. These tests are not for competition with one another, but just for your own information, and are also designed to allow you to work on your own time at home.

"It is my hope that you will practise these exercises at home so that when we do them again next month you will be able to better your own results in the previous test.

"As you know, these four tests are:

1. Squats—Time limit—30 seconds.
2. Sit ups—Time limit—30 seconds.
3. Push up—On your own time.
4. 162 yard run.

Good luck,

L. G. White,

P.E. Teacher."

* * *

Freda Wales, the contributor of the newsletters which appear above advises the Journal that CAHPER members in Halifax are doing the necessary "leg work" to seek out more advertisers for the CAHPER Journal. We are also pleased that Freda has agreed to write an article on **"Youth Hostelling"** or **"Outdoor Activities."** (Editor's Note: If you like the idea of having a **Trans-Canada Grapevine** column, do consider following Freda's example.)

* * *

In **Toronto Saturday Night** a note about TV cowboys recently appeared:

These days when we profess dedication to art, knowledge, culture and the civilized settling of dispute, we regularly allow our children to watch the triumph of a bum who shies from culture like a pony from a sidewinder.

In an age when we are urging our schools to increase the pay of teachers, we turn the most miraculous means of communication the world has developed over to a character who scorns sculptors, dancers, painters, musicians, mathematcs and philosophers. Scientists, the cowboy has never heard of, and according to a recent episode of Gunsmoke, his idea of writers is that they're professional liars who come out west to stir up the Indians. The cowboy is dedicated to holding out for a permanent state of illiteracy as stubbornly as some

European royalists hope for a return of the Bourbons.

At precisely the time in our history when the Russians have us wondering if we haven't been taking things too easy, we have made a hero of the only peasant left in the world who doesn't work.

* * *

The Canadian Sports Advisory Council is to ask the federal government to appoint a full-time team to measure the physical fitness of Canadians.

A resolution passed unanimously by representatives of 20 Canadian sports governing bodies during a recent week-end meeting in Ottawa, appointed a committee to draw up a brief.

It would ask the government "to appoint a physical efficiency testing team with a nucleus of three fully qualified personnel, plus clerical services, to make sample testings to discover the excellence or otherwise of our Canadian people."

The move followed a report to the council on an unsuccessful attempt by the department of national defence, using RCAF facilities, to test physical efficiency of Canadians participating in last year's British Empire Games at Cardiff, Wales.

The council reported that Health Minister Monteith said he was impressed after a recent weekend meeting with CSAC officials in which they urged that the government set up national coaching schools. Leading Canadian coaches would be instructed at these schools by coaches from the United States and other countries. These coaches in turn would conduct coaching schools in their respective home centres across Canada.

* * *

Has not CAHPER a more prominent role to play in defining what Canadians should expect of the federal government with respect to furthering the fitness of nation?

* * *

One of the finest pieces of recreation publicity ever published in Alberta took the form of a twelve-page supplement to the November 21st **Red Deer Advocate.** Congratulations are extended to the Recreation Superintendent **Jarvis Miller,** his assistant **Don Moore** and the **Red Deer Recreation Commission** for this fine example of how to keep the recreation program and its aims in front of the public. We don't know who originated the idea but **Denis Cole,** Red Deer's Town Planner, revealed that Red Deer is building two regulation tennis courts on top of the cement covered city water reservoir.

* * *

Frank Kiyooka (U. of A. '57) will be proceeding to Britain in the fall on an Alberta Government Recreation Scholarship. Frank is currently teaching physical education in Beautiful Jasper. In Britain he hopes to develop still further his talents in the field of art. This combination of art and physical education training should make Frank a most sought-after recreation leader.

U. of A. '58 grads **Ross Hetherington, Jack Leavitt** and **Bob Wilberg** of Turner Valley, Banff and Edmonton respectively, are currently working on their Masters at University of Oregon and from all reports are very enthusiastic about the course. All three have maintained their CAHPER memberships.

* * *

McGill graduate **Dennis Ellerbeck** was more than pleased about the arrangements for a guest speaker to the Edmonton Teachers' Convention in that it gave him a chance to exchange news with an ex-navy and ex-McGill friend, one **Bill Orban,** known nationally for his relationship to the R.C.A.F. 5BX Plan of maintaining a minimum level of functional fitness. Bill is now head of the Department of Physical Education at the University of Saskatchewan. Bill gave an outstanding talk on the currently known standards of fitness in Canada and punctuated his talk with "fitness facts" which bear repeating in every speech and brief presented by CAHPER members across the nation.

* * *

Another student of physical education research who is identified with the University of Saskatchewan is **Jerry Kenyon.** Jerry is currently on a leave of absence from U. of S. while he completes his doctorate at New York University. Jerry's most recent contribution to CAHPER's was made in collaboration with Dr. Max Howell of U.B.C. last spring working on proposed

changes in the national constitution which were presented for members to study in the last two editions of the Journal.

* * *

Talking about working hard on behalf of the Journal, **Mrs. Myrtle C. Peers** of the Edmonton Women's Branch deserves a most hearty vote of thanks in that she obtained the addresses and sent out over 500 letters to schools and recreation centres in Alberta in order to solicit memberships in CAHPER's or subscriptions to the Journal. Anyone who has folded letters and placed addresses and stamps on 500 envelopes knows that this is no small job of work. The thirty dollar cost of this project was jointly covered by the Edmonton Men's and the Edmonton Women's Branches. It remains to be seen how fruitful this project will prove to be.

EXECUTIVE OF EDMONTON WOMEN'S BRANCH
Front row, left to right: Betty Fisher—program convener; Grace Mersereau—president; Norma Piska—treasurer. Back row: Billie Niblock—vice-president; (Mrs.) Muriel Shapka—social convener; Audrey Carson—secretary; (Mrs.) Eileen Harle—public relations.

* * *

So far as we know **Don Marion** of the Edmonton Men's Branch and **Sid Chapman** of the Manitoba Branch are perhaps two of the best hustlers in the national organization when it comes to making the necessary calls to solicit advertising. This of course does not include **Gord Wright** of the Toronto Metropolitan Branch, who, as chairman of the Journal Finance Committee of One, has solicited most of the advertising which has appeared to date.

* * *

The idea that Edmonton should establish a **Sports Hall of Fame** was endorsed at a February meeting of the Board of Edmonton Dept. of Recreation. The suggestion of Athletic Supervisor **Jack Reilly** was endorsed at the same meeting which considered Superintendent **Bert Pettigrew's** budget estimate for 1959 of $262,214. This represents an increase of 19% over last year's outlay.

One of Bert Pettigrew's enthusiastic and very capable staff members is **Evelyn Hage** who has rendered most commendable service to both the Alberta Recreation Association and the Edmonton Women's Branch of CAHPER in the position of secretary during the past two or three years. Evelyn is taking leave of absence to study sociology in England at the University of London.

* * *

B.C. Lower Mainland's Executive is as follows:

Past President: Dr. Max Howell.
President: Dr. Douglas Whittle.
Vice-President Health: Peter Mullins.
Vice-President, Rec.: Walter Sorochan.
Vice-President P.E.: Paul Willey.
Cor. Secretary: Doreen Bulowski.
Rec. Secretary: Anne Munro.
Treas. and Membership: Helen Eckert.
Public Relations: Louise Hammerstrom.

* * *

B.C. Lower Mainland Branch have submitted an excellent article for the Journal. It is the report of Mr. **D. L. Pritchard**, Inspector of Vancouver Schools, on existing programmes and facilities of physical education in Europe. It will appear in the next issue and contains many interesting facts which physical and health educators can use in speeches and briefs.

Max Howell of U.B.C. has been selected as a member of a rugby team to tour Japan from February 22 to March 24. They expect to play eight games, two of which will be internationals.

* * *

Peter Mullins of U.B.C. (co-author with Max Howell of two articles which have appeared in the Journal during the past two years) represented Canada in the recent Pan-American international basketball tournament. It is interesting to note that like the late **Dr. A. S. Lamb** of McGill both **Peter Mullins** and **Max Howell** are Australians. Canada and physical education certainly are the richer for their presence.

* * *

Following the CAHPER Convention, four and possibly five McGill graduates and their families are planning a round trip from Edmonton through Jasper, Columbia Ice Fields, Banff, Waterton Lakes and back to **Lou Lanier's** ranch just out of Lethbridge. This motorcade will include **Lou and Liz Lanier, Maurice and Anna Henniger** of Halifax, **Lionel and Rita Fournier** of Arvida, Quebec, **Bob and Mary Wilkinson** of Montreal with **Herb and Aletha McLachlin** of Edmonton as chief guides. All forest rangers have been alerted.

* * *

Jack Boddington, Director of Recreation of Grande Prairie, Alberta, was the most recent editor of the mimeographed **Bi-Weekly Bulletin** of the **Alberta Recreation Association.** This Bulletin has been coming out ten months a year twice monthly with a rotation of the editorship among the members. Jack's six page edition includes an imaginative and artistic format, cartoons, jokes, an interesting editorial on Home and School Associations as well as other meaningful tid-bits. We particularly liked the item "Sure Ways to Kill an Organization," a reprint of which appears hereunder. The idea of rotating editors has been successful far beyond the expectations of those who originally conceived of the idea.

By the way, we hear rumblings through Jack that perhaps a CAHPER Branch will be formed in the **Peace River Country.** We'll keep our ear to the ground.

Sure ways to kill an organization

1. Attend only in fine weather.
2. Never attend two meetings in succession
3. Be sure to point out all the obvious oversights on the part of the chairman.
4. Refuse to express an opinion when asked, but afterwards tell everyone how matters should have been conducted.
5. Accept no office — it will be easier to criticize those who do.
6. Nevertheless if you are not asked to hold office or to serve on a committee, accuse the organization of being run by a clique.
7. Be a stickler for red tape.
8. Sit by yourself and wait for your neighbor to speak to you.

* * *

A Journal Correspondent in Saskatchewan, Wally Stinson by name sent in this crisp report on the November 7 — 8 Fort Qu'Appelle Physical Education Conference:

Registrations: Seventy-six

Guest Speaker: Louis E. Means, Vice-President, Recreation, A.A.H.P.E.R.

Panel on: "The Role of Physical Education in the Curriculum."

Participants: Drs. Kirkpatrick, Van Vliet, Orban, Mrs. Ruth Buck, Henry Janzen.

Under Consideration: Formation of a Saskatchewan Physical Education Branch of CAHPER.

Missing: Sleep, and $18.00 in a poker game.

Best Stories: Kirk's "good Samaritan walking proudly"!

* * *

The executive guiding the destinies of the Northern Saskatchewan Branch this year is composed of **Howard Nixon** as president, **Mrs. Lois Morrison, Robert Johnson** and **Roy Ellis** as vice-presidents for physical education, health and recreation respectively. **Miss Pat Lawson,** widely known in athletics in the west, is the secretary-treasurer. Howard and Pat both are on the U. of Sask. staff.

* * *

A round-the-clock, round-the-year membership campaign is what we like to believe we are waging across the nation with the extra Journals we are dispatching each month to each branch. One man's campaign which we admire is that of **Wing Commander J. K. "Johnny" Tett** of the

R.C.A.F. We especially like the last paragraph of the following letter which Wing Commander Tett sent to a number of Recreation Specialists in the R.C.A.F.:

The Canadian Association for Health, Physical Education and Recreation is fast becoming an effective professional organization in this, or if you prefer, these fields.

If you are a professional you will recognize the relationships and interdependence of Health, Physical Education and Recreation. You will also recognize that you are not the only person in Canada with the desire to accomplish something which is of national importance.

As professionals in any of the related fields mentioned, we can accomplish only that which is bounded by our individual ideas, personality and job restrictions.

The CAHPER has asked me to forward twelve copies of the "Journal" to twelve potential workers or members. I am forwarding a copy to you with the suggestion that, if you are not already a member of a professional group in which you, with others, can progress further than your individual circumstances allow, you might consider CAHPER as a buoyant medium.

You may either join or subscribe, the cost being the same, and you receive the "Journal" under either circumstance. By joining, however, you may (and you should) become a member of any of the many branch organizations which exist in most towns, and all Canadian cities.

You might also consider the fact that the "Journal," which is a magazine, only reflects the opinions and work of the membership. As a subscriber you are a reader. As a member you are an **influence**, as well as a reader.

Yours very truly,

J. K. TETT,
Wing Commander.

Fred Urquhart

One man who deserves a hearty vote of thanks at the Edmonton Convention who has worked unstintingly on behalf of the CAHPER organization for four years as national membership chairman is **Fred S. Urquhart** of the Greater Montreal Branch. He has been in office since 1955 when he took over these most demanding but most important duties from **Ruth Duncan** of McGill. Now here he is fulfilling our request for newsletters on people and happenings in the Quebec area. Fred writes: "Jack Lang is enjoying his retirement very much. Had a Gaspe holiday from August to October. Visited **Mary Barker** in Ingonish, N.S. He has been active in the Teachers' Bowling League in Montreal and will leave soon with his wife Marg for Florida. . . . **Morrie Bruker** is busy directing the physical department at the Montreal Snowdon YMHA. He held a most successful 'Sports Clinic' during the past two months. . . . **Murray McFarlane** is Chairman of the Heads of Departments of Physical Education, a new position which replaces the position of Supervisor of Physical Education formerly held by Jack Lang up until his retirement. In Montreal there are fourteen heads of department in the Protestant School system, each of whom supervises five or six schools. **Dr. Stewart Davidson** is vice-chairman of Heads of Departments of Physical Education. Both Murray and Stewart attended a Physical Fitness conference in Washington, D.C., during September."

* * *

The **Vancouver Recreation Branch** has developed and submitted a brief to the University of British Columbia. The brief makes certain recommendations about recreation education. Excerpts of this report will appear in the Journal. The executive of this branch includes **Gordon Squire** as president, **Pat Buckley** as vice-president, **Shirley Cox** as secretary, **Len Ryan** as treasurer and **Dick Ramsay** as corresponding secretary.

The Journal's Congratulations are extended to the Greater Montreal Branch on a number of counts including their excellent Bulletin under the editorship of **John Chomay.** If every Branch in Canada had an imaginatively-conceived Bulletin similar to the G.M.B. Bulletin it would not take us long to break the 5,000 national members mark. No wonder GMB, with such a means of communication, is the largest branch in Canada with a membership of 86 professional people. This large membership no doubt reflects the seriousness with which the current executive under President **Nancy Cannon** are taking their responsibilities.

This is the second term for Nancy. Her executive includes CAHPER National Vice-President **Dr. Stewart Davidson, Carrie Brodie, Mary Metcalfe, Ken McCowan, Ruby Smith, Walter Mingie, Bob Russel, Fred Urquhart** and **John Chomay.** Branches who would like a copy of Montreal's excellent Bulletin should write to the editor, Mr. John Chomay, 461 Chestnut Street, Rosemere, Quebec.

HOW TO GET A CANADIAN COUNCIL FELLOWSHIP . . . (Cont. from page 27)

of study concurrently. Unsuccessful candidates desiring to apply again may do so by completing a new application form. Documents and supporting letters submitted with the first application need not be re-submitted, but the applicant should describe work done since the earlier application and include at least one supporting letter on that point.

Payments are usually made in three instalments, subject to the condition that the holder continue his work.

Finally, the Council offers each year a limited number of Special Senior Awards for work in the prescribed fields having an average value of $8,000, the Fellow's own travelling expenses and two-thirds of his wife's. These top prizes are awarded only to those who have applied for them on the invitation of the Council.

GUIDED MUSCLES . . .

(Continued from page 10)

rest, at play and at work so that each child may be given ample opportunity to develop a respect for his physical processes and an appreciation of his physical needs? A few years of classroom health instruction will not teach this respect and appreciation, nor will a programme of athletics; but both will help. We know that many medical and emotional disorders arise because children and adults do not "know themselves". Now we must realize that in actual fact our contribution in this area is meager at best, because we as physical educators have not been trained to even appreciate the problem let alone work to its solution. Can you name five skeletal muscles and state their location and action? If you are overweight do you use diets from the Sunday supplements?

A Rule Change

Adverse public opinion is causing physical educators to hesitate in the vigorous application of an "athletics for all" policy. The old Puritan influence which is a part of the collective conscience of Canadian parents and educators, is making itself felt. It is letting us know that, as basketball replaced exercise, so exercise must now partially replace basketball. Physical education must accept this view point if it wishes to survive. And, since acceptance means change, then change we must. We must give athletics back to the community and yet retain an intense interest in athletic programming. We must re-emphasize exercise forms in our schools and include in these exercise forms such athletic skills as will promote the practice of good body mechanics and physical fitness. We must inspire through example and create respect for physical needs through knowledgeable discussion and practice. Such programming will ultimately provide all young Canadians with well guided muscles as parents and educators are made to realize that athletics and physical education are not synonymous and that meaningful exercise, combined with basic knowledge has an important place in the framework of education.

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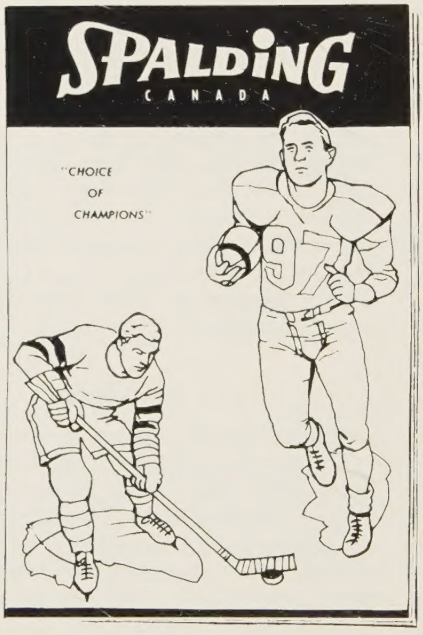

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